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ABSTRACT

This SPEC (Systems and Procedures Exchange Center) Kit presents the results of a survey of Association of Research Libraries (ARL) member libraries. The survey was designed to gather information about the changes that have taken place in the last five years in the services libraries offer to support instruction on campus and in the library, as well as information about partnerships created between libraries and other campus units to provide these services. Information was gathered about the following types of instructional support services: World Wide Web course development; custom Web programming; instructional development; digital imaging and graphics; video production; instructional evaluation; instructional technology; distance learning classroom and instructional development support; and other instructional support services or expertise. A total of 58 of 121 ARL member libraries responded to the survey. A copy of the questionnaire with tabulated results is presented. Representative documents include organization charts, service request and registration forms, library-based service descriptions, collaborative program descriptions, job descriptions, and service evaluation. Selected resources, including books, journal articles, and World Wide Web sites are listed. (Contains 21 references.) (MES)

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Kit 265

Instructional Support Services
October 2001

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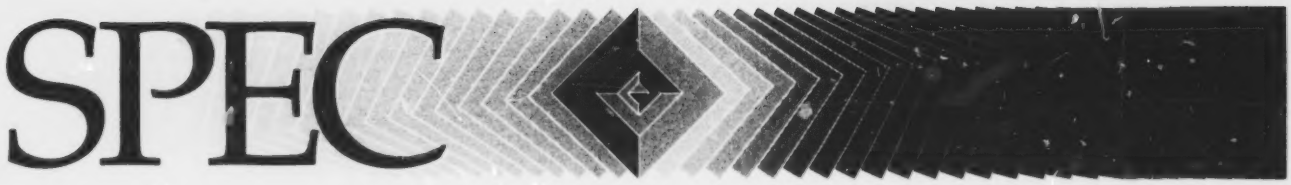

Instructional Support Services

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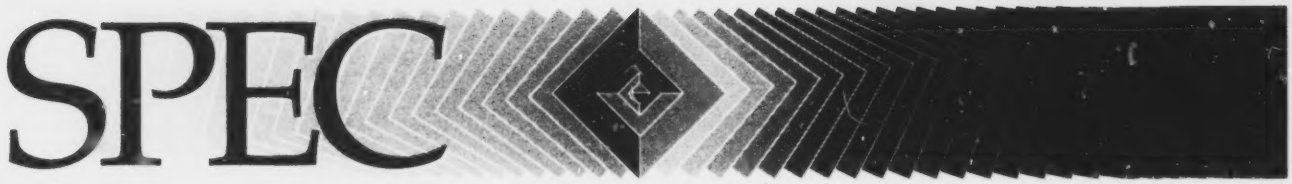


SURVEY

Executive Summary

Introduction

As academic institutions develop and expand web-based and other distance education programs, libraries are implementing increasingly sophisticated instructional support services. Discussions of the philosophy and practice of library-based instructional support services in academic institutions have appeared in the literature since the late 1980s. Major (1987) outlined procedures for establishing a flexible, user-oriented instructional development system under the auspices of a community college library. For Major, the library was the most desirable location for such a system because the library had a long history of providing instructional development services. It was also the center of rapidly emerging interactive instructional technologies. Koltay, Trelease, and Davis (1996) report that at Cornell the library was chosen to house these services because the library staff was able to assess and develop information literacy skills; had a thorough understanding of information-seeking behaviors; understood modern information technology; and was used to collaborating with faculty and other diverse populations.

Mitchell (1990) defined instructional technology as encompassing "instructional design, courseware creation, faculty development, and media services in support of teaching and learning." He argued that since computing and media have come together into a single technology, the organization should reflect a similar integration. The staff of this new hybrid department would need technical expertise together with an understanding of the goals of instructional design in teaching and learning to support emerging instructional technology. Kelley and Dowell (1996) reiterated that instructional support staff would need to have expertise with both the technology and the pedagogy to effectively manage instructional technology projects.

During the last several years the survey authors have experienced a growing demand for information about the instructional support services offered by Library Affairs at Southern Illinois University Carbondale. That demand led them to develop this survey to gather information about the changes that have taken place during the last five years in the services other libraries offer to support instruction on campus and in the library. For this survey, instructional support services were defined as those that help faculty meet their teaching objectives partially by incorporating new technologies to augment their instruction. This survey also was designed to gather information about partnerships created between libraries and other campus units to provide these services.

Types of Instructional Support Services Offered, for How Long, and for Whom

This survey was distributed to 121 ARL member libraries in June 2001. Fifty-eight libraries (48%) responded to the survey. Of these, slightly fewer than half (28 or 48%) indicated that they offer instructional support services as defined, although one institution did not identify which type of service it offers.

The survey gathered information about eight types of instructional support services plus an "other" category. (See the Survey Results for a fuller definition of each type of service.) The total number of services offered by an individual institution ranges from one (web course development or digital imaging by four respondents) to all eight

types (three respondents). The majority offer four to six categories of service (14 respondents or 52%). The most commonly offered services are digital imaging and graphics (21 responses or 78%), provision of instructional technology equipment (74%), and web course development (70%). These categories are followed closely by support for the development of distance learning courses (59%), custom web programming (52%), and assistance from an instructional designer on strategies to improve teaching (48%). Video production services are offered by a little more than a third of the respondents (10 or 37%), while only a handful (5 or 19%) provide instructional evaluation assistance. Ten respondents indicated they offer other services including: electronic reserves service; user education/instruction; librarians working with faculty to integrate appropriate information resources into their course web pages; interactive video conferencing; knowledge management tools; and hiring two faculty members for part-time instructional design.

The earliest instructional support service reported was the provision of audiovisual equipment at Southern Illinois University Carbondale (SIUC) beginning in 1949. SIUC added instructional development in 1960, instructional evaluation in 1979, and video production in 1981. The institutional changes that occurred at SIUC in the 1990s to support faculty in delivering quality instruction through web-based and multimedia projects are detailed by Logue and Preece (1999).

While five other libraries report being early providers of audiovisual services, responses indicate a steady growth in all types of instructional support services—except instructional evaluation—in the 1990s with one or two libraries adding a new service each year. There was a spurt of growth in 1996 when three libraries began digital imaging and graphics services and four started offering new instructional technology services. Another growth spurt between 1998 and 2000 was driven by additional web course development, custom web programming, digital imaging, and distance learning services.

Not surprisingly, the responses indicate that libraries give strong instructional support to librarians and other library staff, providing them each of the services offered, with very few exceptions. Digital imaging is most often provided, followed closely by web course and/or distance learning support. Instructional technology support is also high on the list. Overall, libraries report offering somewhat fewer instructional support services to faculty and other instructional personnel, though the top categories are the same as for library instructors. The strongest contrast between services provided to librarians and those provided to other faculty is in the area of custom web programming service. While all but one of the 14 libraries that offer this service provide it to library staff, only half provide it to other instructional staff.

Collaboration with Other Campus Units

Twenty libraries report collaborating with another campus unit to provide instructional support services. These collaborations cover the whole range of service categories. The most frequent collaborations occur for web course development (12 or 60%) and instructional technology and distance learning support (11 or 55% each). Collaborations on custom web programming and video production are less frequent (5 responses or 25% each).

Some libraries report collaborating with other library units. The nonlibrary units that are part of collaborations vary, but generally include the following:

- Information Technology/Computer Center
- Academic Computing and Network Services
- Office of Instructional Services/Center for Teaching and Learning
- Distance Learning Technology Programs/Center for Distance Education
- Art Department, and
- Computing services in colleges and academic departments.

Staff Charged with Offering Services

When librarians or other professionals are specifically charged to provide instructional

support services, respondents most often report a range from less than half to two FTE. A few larger respondents skew the averages, though. For example, the Library of Congress reports that 80 librarians are involved in custom web programming. When all responses are considered, the greatest number of librarians is working in the areas of custom web programming and web course development, followed by instructional development and distance learning. The greatest number of administrators and other professionals is working in the areas of instructional technology, custom web programming, and distance learning. However, when the Library of Congress is omitted from the analysis, custom web programming drops from first place to seventh for librarians and the areas for administrators and other professionals change to instructional development, instructional technology, and digital imaging.

The data from the Library of Congress did not impact the data for the "support staff," "student assistants," and "other" categories of staff. The greatest number of support staff is working in the areas of other services, custom web programming, and instructional technology. Student assistants are concentrated in the areas of instructional technology and instructional development. Other staff is concentrated in the areas of custom web programming and instructional development.

Positions Added or Reallocated

Only 16 libraries report having added library staff during the last five years to provide instructional support services. Across all responses, some staff was hired for each category of service. New hires ranged from one half to four FTE staff. The greatest number of positions was added for web course development (15.3), distance learning support (10.1), instructional technology (9.0), and instructional development (8.8). The mean for positions added range from a low of 1.37 for digital imaging to a high of 4.0 for other instructional support services or expertise. Sixteen libraries—including all but four of the libraries that added staff—also reallocated staff to provide instructional support services. Staff was reallocated for every type of service except instructional evaluation. The greatest number of reallocations was for instructional technology (12.4), web course development (12.1), and digital imaging (10.6). The reallocation means range from a low of 1.00 for custom web programming to a high of 5.30 for other instructional support services or expertise.

Budget

Twenty-three libraries responded to the question about the amount budgeted for instructional support services. Of these, eight report that there is no separate budget allocation for these services and three report that the information is not available. The remaining twelve respondents report allocations ranging from $15,000 to $2,000,000. Two libraries with budgets greater than $1,000,000 again skew the mean. When their budgets are excluded, the mean drops from $346,664 to $181,730.

All 26 responding libraries report that the library budget is the main source of instructional support services funding. In addition, 12 libraries (46%) cite grants as a funding source. Other libraries report funding from university general funds (23%), departmental budgets (23%), and endowments (4%). Five libraries (19%) indicated other funding sources such as student computing fees and various special allocations for specific programs.

Promotion and Evaluation

The library web page is used to promote instructional support services by 24 or 89% of the reporting libraries. E-mail is used by 78% and brochures are used by 70%. Publicity is also distributed through the campus newspaper and newsletters, at workshops and committee meetings, and by lots of word of mouth.

The techniques used most frequently to measure the quality of library instructional support services are informal feedback (89%), usage statistics (78%), and user surveys (63%). Formal evaluations, interviews/focus groups, suggestion box comments, and comparison with peer institutions are techniques used by one quarter to one third of the responding libraries.

Question 15 asked respondents to indicate their

expectations of the *minimum* level of instructional support service they consider to be adequate for a research library to provide and their expectations of the *desired* level of service. They were then asked to indicate their impression of the quality of their library's instructional support services relative to these expectations. Respondents' expectations of the minimum level of instructional support service that should be offered (with two exceptions) covered the entire range on the scale of 1 to 9. The same was true of expectations for the desired level of service. Overall, respondents seem to have a higher expectation that research libraries will provide distance learning, digital imaging, instructional technology, and web course support, but have a lower expectation for instructional evaluation and video production. Perceptions of performance also covered the range from 1 to 9. While some respondents perceived that their library did not meet their expectations for minimal levels of certain services in the aggregate, respondents' perceive that performance exceeds minimum expectations but leaves plenty of room for improvement to meet desired expectations.

Conclusion

The survey data show that there has been a steady growth in the number and variety of instructional support services offered by libraries to library and other instructional staff. Provision of these services typically has been absorbed within the duties of existing library staff and within existing budgets. New and reallocated staff was most often assigned to web course development, digital imaging, distance learning, and instructional technology support. New funding came from grants or university sources. A number of respondents report that—in additional to or instead of the library—a variety of units across the institution have responsibility for providing this range of services, for example, Technology Training Centre, Center for Teaching Effectiveness, Audiovisual Services, Multimedia Instructional Development Center, and Office of Information Technology.

The types of services that are most often provided to both library and other staff are the same ones that respondents indicated have the highest desired service level, namely digital imaging, distance learning and web course development, and instructional technology. Distance learning, web course development, and instructional technology are also the services that experience the most frequent collaboration between the library and another institutional unit.

Libraries rely on a variety of informal and inexpensive techniques to promote and evaluate their instructional support services. While a number of respondents believe that their library is performing well, others see considerable room for improvement.

SPEC Kit 265
Instructional Support Services

Survey Results

As academic institutions develop and expand web-based and other distance education programs, libraries are implementing increasingly sophisticated instructional support services. During the last several years the survey authors have experienced a growing demand for information about the instructional support services provided by Library Affairs at Southern Illinois University Carbondale. They have contributed to discussions about this topic at meetings of ARL committees and other groups such as the LITA Distance Learning Interest Group.

This survey is designed to gather information about the changes that have taken place in the last five years in the services libraries offer to support instruction on campus and in the library. This survey is also designed to gather information about partnerships created between libraries and other campus units to provide these services. For the purpose of this survey, instructional support services are defined as services to support faculty in meeting their teaching objectives partially by incorporating new technologies to augment their instruction.

This survey was designed by Carolyn A. Snyder, Professor, Library Affairs, Southern Illinois University Carbondale, and Susan Logue, Associate Dean for Support Services, Library Affairs, Southern Illinois University Carbondale..

Please submit this survey and send the requested documentation by **July 6, 2001**. As always, individual responses to the survey will be treated confidentially.

Note: Fifty-eight of the 121 ARL member libraries (48%) responded to the survey.

Background

1. Does your library offer instructional support services? (n=58)

Yes	28	48%
No	30	52%

Instructional Support Services

The next section is designed to gather information about nine types of instructional support service.

2. Check each service that your library offers. (n=27)

	n	%
1. **Web course development**: web interface design, web course development, and streaming multimedia by a multimedia specialist	19	70%
2. **Custom web programming**: web application development by a programming specialist	14	52%
3. **Instructional development**: assistance with strategies to improve teaching and learning by an instructional designer	13	48%
4. **Digital imaging and graphics**: support in a variety of production areas ranging from scanning slides and art to the development of print and web-based graphics by graphic designers	21	78%
5. **Video production**: video and multimedia services by a video production specialist	10	37%
6. **Instructional evaluation**: electronic scoring and analysis of classroom exams, other electronic services, and evaluation consultation services by staff experts	5	19%
7. **Instructional technology**: availability of a range of audiovisual equipment such as projection equipment for video, laptop, and DVD and technical expertise to support the equipment use	20	74%
8. **Distance learning classroom and instructional development support**: support for the development of distance learning courses and possibly for scheduling and technical needs by instructional design and other experts	16	59%
9. **Other instructional support services or expertise**: services to support instruction that are not included in the categories described in items 1 through 8	10	37%

If you indicated that your library provides Other instructional support services or expertise (Type 9), please list those services.

Examples of other services include electronic reserves, creating discipline-specific web-based modules for instructors, interactive video conferencing, instructional design consultation, knowledge management tools, and technology workshops.

Please respond by indicating the items applicable to your library for each of the nine types of instructional support services.

3. Indicate in which year the service was first offered.

Service Types	n	<1993	1994	1995	1996	1997	1998	1999	2000	2001
1	17	1	2	1	2	2	2	3	2	2
2	14	1	1	2	1	1	3	2	3	0
3	11	3	1	2	1	0	1	1	2	0
4	19	2	1	2	3	1	1	4	5	0
5	9	2	1	1	1	1	0	0	0	3
6	4	1	0	0	1	0	0	0	1	1
7	20	6	0	2	4	1	3	1	2	1
8	13	1	0	1	2	2	1	2	3	1
9	8	2	1	0	0	2	2	0	1	0

4. Check each service that is offered to **librarians and library staff** to support library instruction activities. (n=25)

Service Types								
1	2	3	4	5	6	7	8	9
19	13	12	20	10	4	19	15	6

5. Check each service that is offered to **faculty and other instruction personnel** to support campus instruction. (n=24)

Service Types								
1	2	3	4	5	6	7	8	9
15	7	11	17	8	4	15	15	10

6. Check each service that is offered in collaboration with another campus unit. (n=20)

Service Types								
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
12	5	8	9	5	2	11	11	3

7. Please indicate which unit.

Several respondents reported collaborations with other library units such as reference, staff development, and the systems office. Nonlibrary units that participate in collaborations include instructional support services, academic computing or office of information technology, visual resources, digital media center, distance education, school of continuing education, and center for instructional technology.

8. Please indicate the FTE library staff that **are specifically charged** with offering each type of service.

		Service Types								
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
Librarian (n=24)	Min	.50	0	0	0	0	0	0	.17	1
	Max	15	80	10	3	1	1	5	10	8
	Median	1.00	1.00	1.00	1.00	.63	.50	1.00	1.00	1.50
	Mean	2.44	9.97	2.76	1.15	.58	.50	1.39	1.79	3.00
Administration/ Other professional (n=15)	Min	0	0	0	0	0	0	0	0	0
	Max	10	20	12	3	5	2	30	20	2
	Median	.50	1.00	.25	1.00	1.00	1.00	1.00	1.00	1.00
	Mean	1.94	4.80	3.13	1.16	2.00	1.00	5.29	3.43	1.00
Support staff (n=18)	Min	0	0	0	0	0	0	0	0	.50
	Max	2	7	2	2	5	1.25	5	3	8.30
	Median	1.00	2.00	.13	1.00	.65	1.00	2.50	1.00	1.00
	Mean	.91	2.75	.56	1.09	1.38	.75	1.99	1.01	2.70
Students assistants (n=15)	Min	0	0	0	.30	0	1	0	0	1
	Max	4	2	8	4	4	1	12.50	.12	2
	Median	2.00	1.00	.25	1.50	1.00	1.00	.75	.00	1.50
	Mean	1.94	1.20	1.58	1.58	1.46	1.00	3.16	.03	1.50
Other (n=6)	Min	0	0	0	0	0	0	0	0	.50
	Max	5	2	2	.50	.50	0	.50	0	.50
	Median	.30	0	.40	.15	.20	0	.25	0	.50
	Mean	1.77	.67	.70	.20	.23	0	.25	0	.50

Other responses included contract staff, instructional design, systems staff, and graduate assistants.

9. Indicate how many library staff positions have been **added** in the last five years to support each service. (n=20)

	Service Types								
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
Min	1	2	1	.50	1.20	2	1	1	4
Max	4	2	4	2.70	2	2	3	4	4
Mean	2.19	2.00	2.20	1.37	1.60	2.00	1.80	1.45	4
Total	15.30	8	8.80	8.20	3.20	3.20	9	10.12	4

10. Indicate how many library staff positions have been **reallocated** in the last five years to provide each service. (n=20)

	Service Types								
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
Min	.50	1	.40	.60	.50	0	.50	.50	5.30
Max	5	1	2	3	2	0	3	3	5.30
Mean	1.73	1.00	1.03	1.51	1.25	0	1.77	1.50	5.30
Total	12.10	2	5.15	10.60	2.50	0	12.40	4.50	5.30

Budget

11. Approximately how much is budgeted for the library to provide instructional support services? (n=23)

Minimum	**Maximum**	**Mean**	**Median**
0	$2,000,000	$346,664	$176,000

Range	**n**
N/A	3
0 or no specific budget	8
1–99,999	4
100,000–999,999	6
1,000,000–2,000,000	2

12. From which sources does funding come to provide instructional support services? Check all that apply. (n=26)

Library budget	26	100%
Grants	12	46%
University general funds	6	23%
Departmental budgets	6	23%
Endowments	1	4%
Other	5	19%

Please explain

Other responses include student computing fees, support from distance learning programs, special allocations for student staff, and contractual work with external agencies.

Promotion

13. How does your library publicize and promote instructional support services? (n=27)

Library web page	24	89%
E-mail	21	78%
Brochures	19	70%
Campus newspaper	12	44%
Other	13	48%

Please explain

Other techniques include direct contact with faculty at meetings and workshops, library newsletter, posted flyers, and lots of word of mouth.

Evaluation

14. What techniques does your library use to measure the quality of instructional support services? Check all that apply. (n=27)

Informal Feedback	24	89%
Usage Statistics	21	78%
User Surveys	17	63%
Formal Evaluations	10	37%
Interviews/Focus Groups	9	33%
Suggestion Box	8	30%
Comparison with Peer Institutions	7	26%
Other	1	4%

Please explain

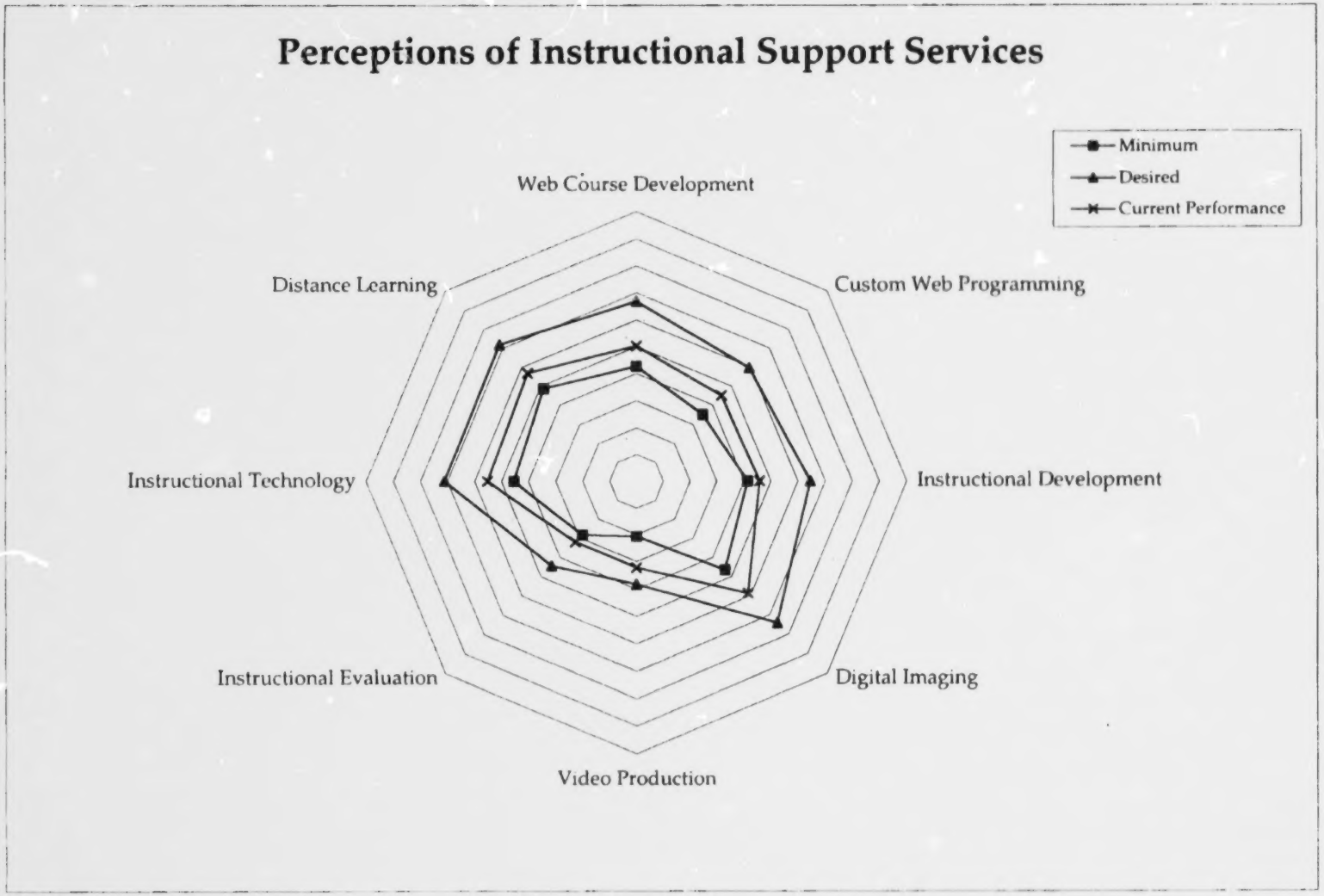
Workshop evaluation forms

15. We would like your impressions about the quality of your library's instructional support services relative to your expectations. Please think about the two different levels of expectations as defined below:

> Minimum Service Level: the minimum level of service performance you consider adequate for a research library to provide.
>
> Desired Service Level: the level of service performance you desire from a research library.

For each of the following statements, please indicate: (a) the minimum service level a research library should offer by choosing one of the numbers in the first column; (b) the desired research library service level by choosing one of the numbers in the second column; and (c) your perception of your library's actual service level by choosing one of the numbers in the third column.

	The Minimum Research Library Service Level is:			The Desired Research Library Service Level is:			My Perception of My Library's Performance is:		
When it comes to...	**Mean**	**Std Dev**	**n**	**Mean**	**Std Dev**	**n**	**Mean**	**Std Dev**	**n**
Web course development	4.26	2.32	23	6.68	2.70	22	5.00	2.74	21
Custom web programming	3.50	2.26	22	5.95	2.64	21	4.50	3.22	20
Instructional development	4.14	2.33	21	6.45	2.65	20	4.58	2.57	19
Digital imaging/graphics	4.65	2.12	23	7.41	1.94	22	5.86	2.36	22
Video production	2.05	1.54	20	3.83	2.31	18	3.20	3.19	15
Instructional evaluation	2.84	2.17	19	4.44	3.37	18	3.21	2.52	14
Instructional Technology	4.52	2.75	21	7.10	2.36	20	5.50	2.61	20
Distance learning classroom and instructional development support	4.85	2.25	20	7.16	2.14	19	5.68	2.61	19



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Responding Institutions

University of Alabama
University of Alberta
Auburn University
Brigham Young University
University of British Columbia
University of California–Irvine
University of California–Riverside
University of California–San Diego
Canada Institute for Scientific and Technical Information
Case Western Reserve University
Center for Research Libraries
University of Chicago
University of Colorado
Colorado State University
University of Connecticut
University of Delaware
University of Florida
George Washington University
Georgia Institute of Technology
University of Guelph
University of Illinois
Indiana University
University of Iowa
University of Kentucky
Laval University
Library of Congress
Louisiana State University
McGill University
McMaster University
University of Manitoba
University of Massachusetts
Massachusetts Institute of Technology
Michigan State University
University of Minnesota
University of Nebraska–Lincoln
University of New Mexico
University of North Carolina
University of Pennsylvania
Purdue University
University of Rochester
Rutgers University
Southern Illinois University
State University of New York at Albany
State University of New York at Buffalo
Syracuse University
Temple University
Texas A&M University
Texas Tech University
University of Utah
Vanderbilt University
University of Virginia
Virginia Tech
Washington State University
Washington University
University of Waterloo
University of Western Ontario
Yale University
York University

SPEC

Representative Documents

Organization Charts

Learning Systems

Office of the Associate Vice-President

Member Units and Facilities

Ernie Ingles
Associate Vice President

- Executive Assistant
  Mary Ann Moss
- Shared Services Unit
  Marvin Rumancik
- Computing and Network Services
  Michael Dyrenforth
- University Bookstore
  Bob Anderson
- Technical Resource Group
  Judi Hoff
- Technology Training Centre
  Kathleen DeLong
- University Design Incorporated
  Gleynda Matthews
- University Libraries
  Karen Adams
- Learning Systems Enterprises
  Jamie Anderson
- Information and Privacy Office
- NEOS
- ONECard
- Museums & Collections Services
  Janice Andrews
- University of Alberta Press
  Linda Cameron
- University Archives
  Brian Gibbs

Learning Systems Home Page
Mission | Initiatives | Publications |
Committee Structure | Member Units |
Administration

Last revised: April 18, 2001

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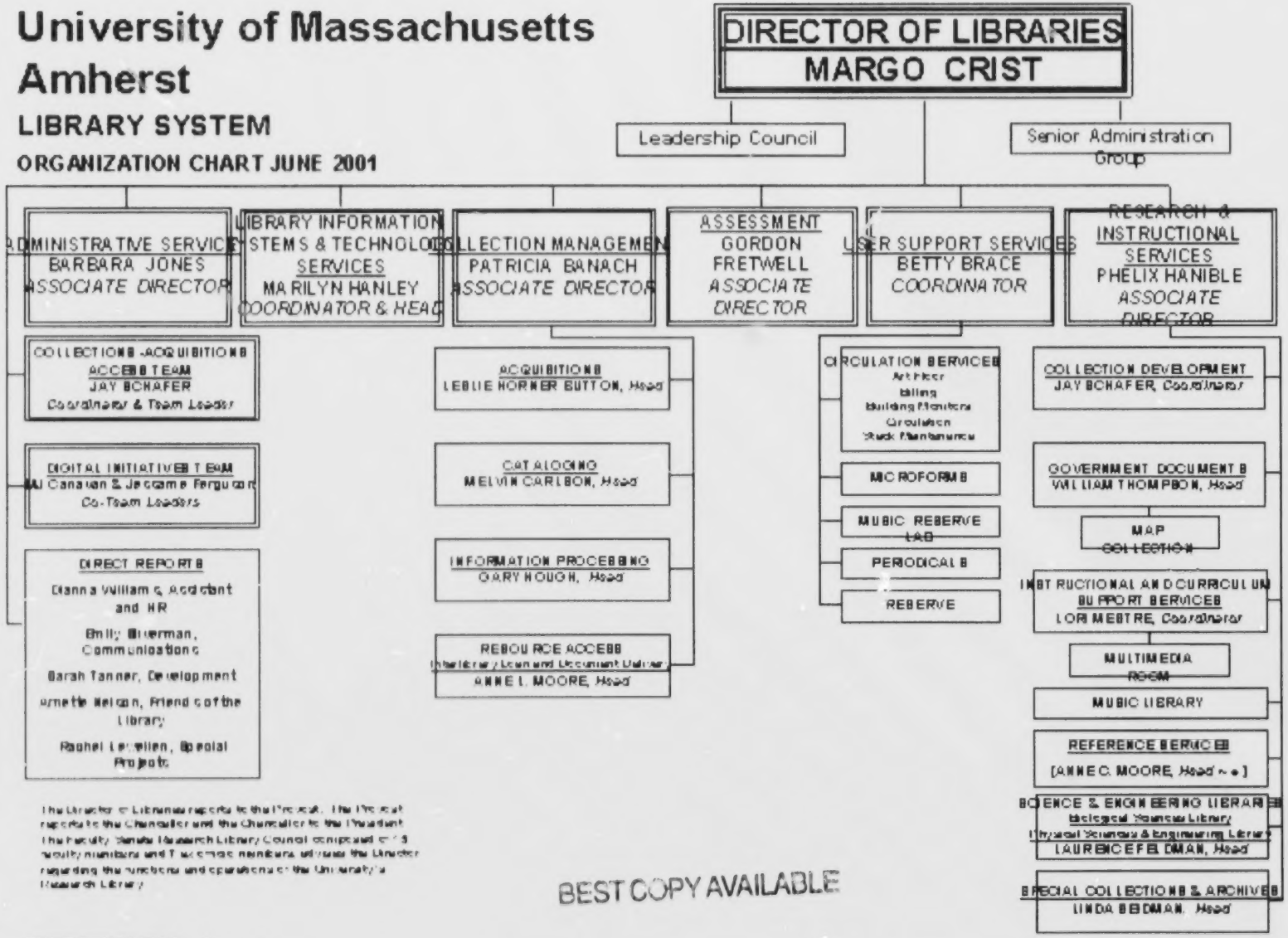
UNIVERSITY OF ALBERTA
http://www.ualberta.ca/LSS/lsunits.html

University of Massachusetts Amherst

LIBRARY SYSTEM

ORGANIZATION CHART JUNE 2001



The Director of Libraries reports to the Provost. The Provost reports to the Chancellor and the Chancellor to the President. The Faculty Senate Research Library Council composed of 5 faculty members and 1 academic professional advises the Director regarding the functions and operations of the University's Research Library.

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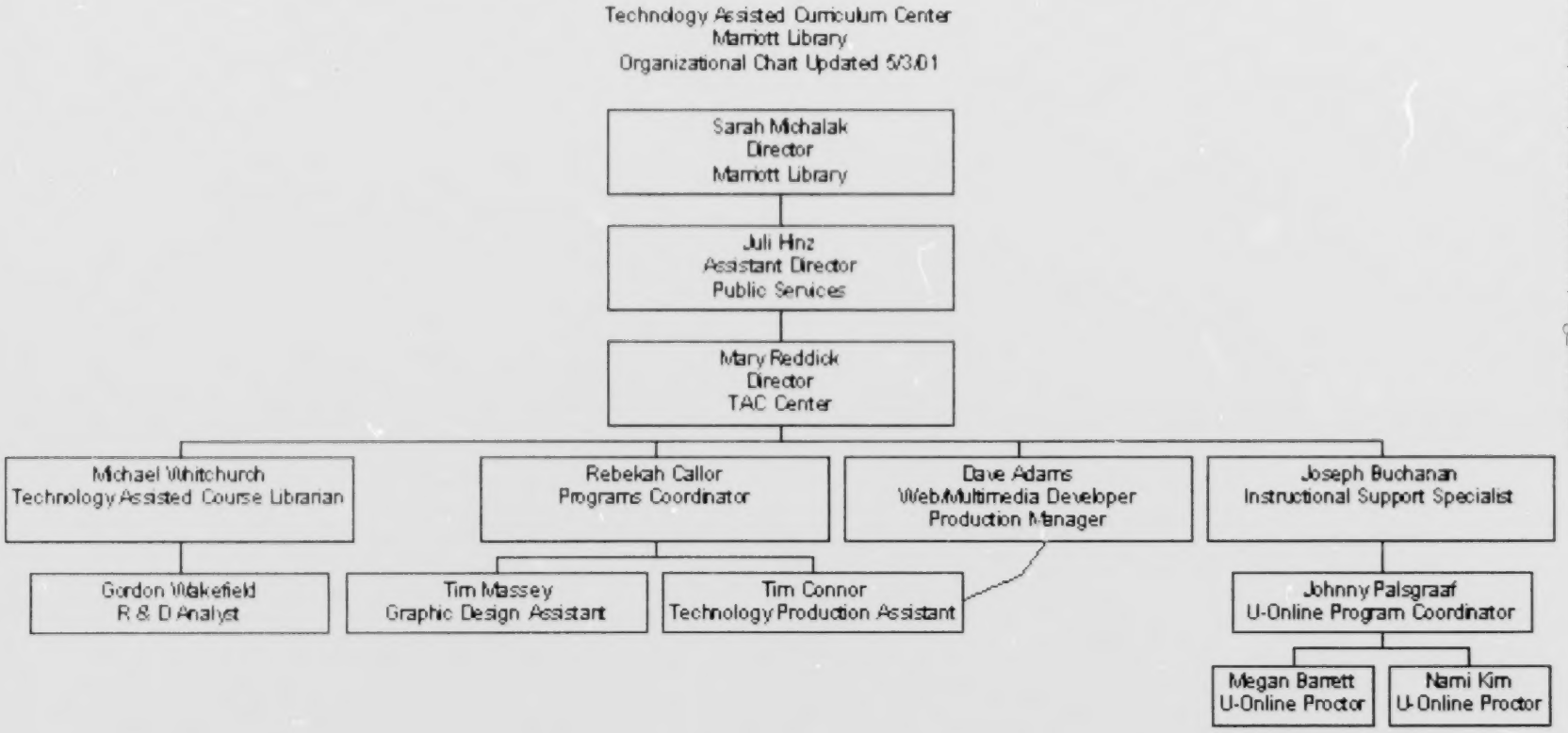
http://www.library.umass.edu/instruction/ORGCHART-2001(06-01)/sld001.htm

UNIVERSITY OF MASSACHUSETTS



UNIVERSITY OF UTAH
http://www.tacc.utah.edu/html/index/aboutus/org_chart.html

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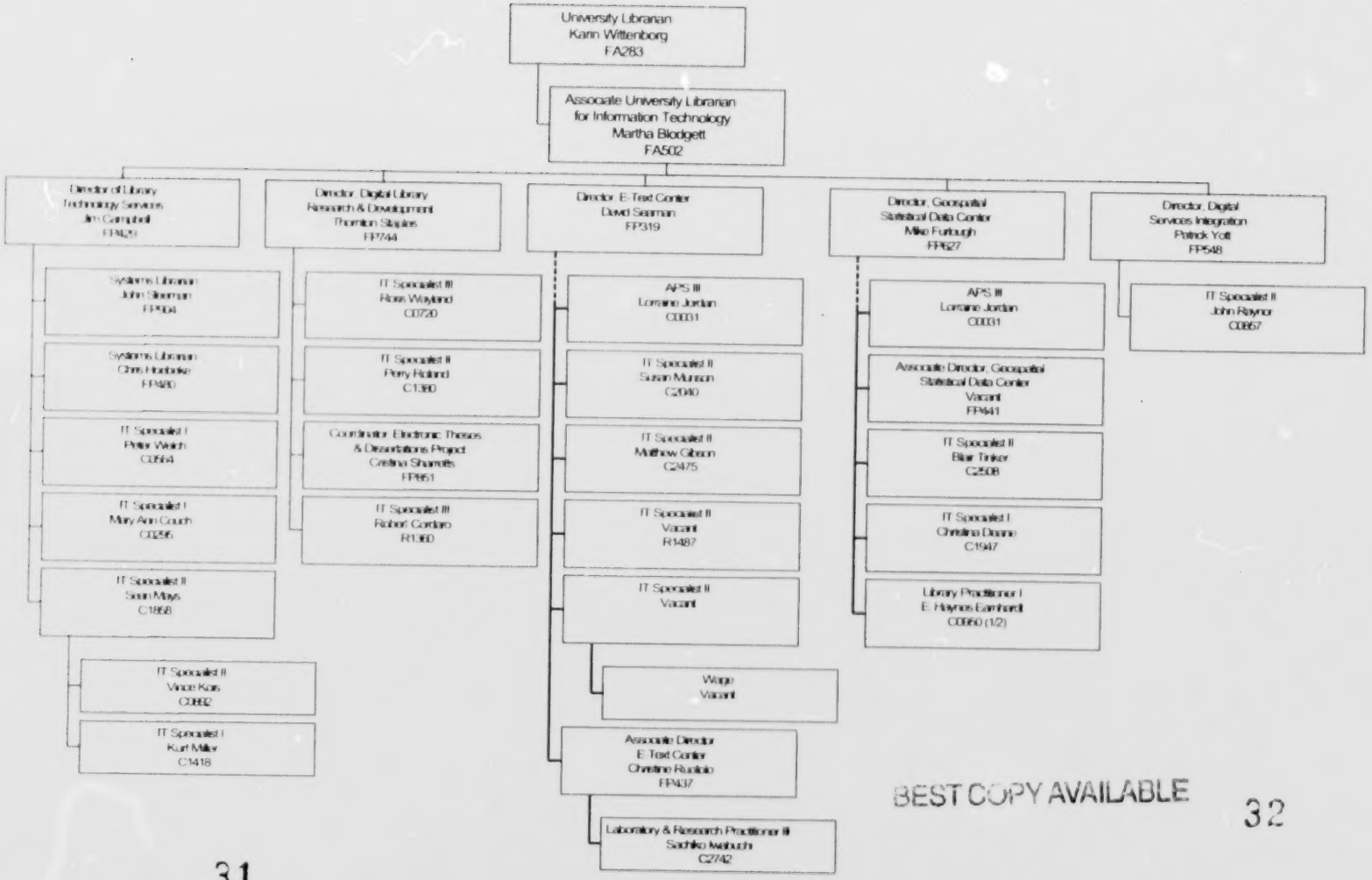
LIBRARY INFORMATION TECHNOLOGY

Last Updated:3/8/2001

*Position C0857 is jointly reporting to ITC



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http://staff.lib.virginia.edu/HR/orgcharts/lts.pdf

UNIVERSITY OF VIRGINIA

SPEC Kit 265
Instructional Support Services

Service Request and Registration Forms

http://www.atl.ualberta.ca/training/

Technology Training 2001

Sponsored by: ATL CNS Library TLC TTC UTS

Home | Search | Help

Instructions:

- Browse the course listings, and check any sessions for which you wish to register.
- Register for courses requiring payment by phoning or email-ing the course contact person.
- For free courses, begin the registration process by clicking on the **Review Selected Sessions** button.
- If a section you wish to attend is full, contact the instructor to be placed on a waiting list.

Faculty and Graduate Students may also be interested in the refined Professional Development course listing which lists PD courses from the registration database.

- Free Introductory Sessions
- Free Finding Information: Basics
- Free Finding Information: Beyond Basics
- Free Bibliographic Software

- Cost General Interest
- Cost Word Processing
- Cost SpreadSheets
- Cost Internet
- Cost Graphics
- Cost Creating Web Pages
- Cost Databases
- Cost Presentation Software
- Cost Networking (MCSE) and Programming Courses

- Free Creating Web Pages
- Free Multi-Media

- Free Teaching and Learning - Web CT
- Free Teaching and Learning - Strategies and Technologies
- Free Teaching and Learning - Conferencing

Note: Most courses listed here are for faculty, staff and graduate students only.

Home | Search | Help

University of Alberta Technology Training Contacts

Technology Training Centre (TTC)
Keri Laschowski, 492-1397

Technologies for Learning Centre (TLC)
Kim Brimacombe, 492-9232

Academic Technologies for Learning (ATL)
Ellen Whybrow-Howes, 492-7500 x227

Computing and Network Services (CNS)
Alex Nagorski, 492-2611

For all other course inquires, please contact the respective Faculties/Departments.

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CASE WESTERN RESERVE UNIVERSITY
Copyright 2001 CWRU . Unauthorized Use Prohibited . Contact Information

Search System go!

University Library

IMPORTANT INFORMATION

- All KSLearn classes are open to current CWRU faculty, students and staff. These students will receive priority in registration.
- Classes are open on a space available basis to "affiliates" of CWRU.
- Please read the KSLearn Class Policy before you register.
- There is no charge to attend, but advance registration is required.
- Please register online or call the University Library at 368-2992. If you register electronically, the library staff will send confirmation.
- If you cannot attend a class for which you have registered, please write or call 368-2992.
- Review prerequisites for classes ***before*** you register. Instructors will assume minimum requirements have been met by all participants who enroll in these workshops.
- Registrations are processed in the order they are received. We make every effort to keep the registration page up to date in case sessions close out.
- If a session is closed it is possible to attend in case of a cancellation, but often this is not known until the day of the class. Priority will still be given to students who have registered in advance and are primary members of CWRU.
- **Effective January 1, 2002 there will be a nominal charge for no call-no shows. The charge will be waived when cancellations are done 48 hours in advance or for emergency situations.** ***(Policy forthcoming)***
- Classes listed in the print schedule that do not appear on this page are closed to further registrations.

Registration Form

Last Name:		**First Name:**	
Major/Dept:		**Status:**	Please Select
E-mail:		**Phone:**	*216-368-0000*
Address:		**City:**	
State:		**Zip:**	

Please check any courses you wish to take from the following categories:

Click on a course title to see a course description.

HTML and the World Wide Web

☐ Using Netscape Composer & Tables — Please Select A Date

Introduction to MS FrontPage

Introduction to HTML: Basic Code

HTML for Forms

Intermediate HTML: Layout,Colors, and Fonts

Introduction to Cascading Style Sheets (CSS)

Web Searching & Sleuthing: Developing Strategies that Work

Harvesting Information from the Web: Search Techniques & Tools

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UNIVERSITY OF MINNESOTA

http://www.lib.umn.edu/dist/distance_learner.phtml

UNIVERSITY**LIBRARIES** LUMINA UNIVERSITY OF MINNESOTA

HOME | ASK US! | HOURS | HELP

Faculty Request Form

The Distance Learner's Library, or, How to Rescue your Students from Yahoo

The University Library offers an array of services and resources to support faculty and distance learners. The following is a listing of how the Library can add value to your distance courses.

To receive more information about these distance learning services:

- check all boxes that apply;
- enter your contact information at the bottom of the page;
- and submit.

☐ **Digital Resources** • Connect to over 200 networked databases and 10,000 electronic journals. • Use Electronic Reserves for your course readings. • Participate in a pilot project by having a librarian customize a web site for your course and assignments that pulls together key resources and services.	☐ **Assignment Consultation** • Get advice on designing assignments that help students learn to effectively research at a distance. • Discover how to use QuickStudy, the Libraries' online tutorial, to help your students build information literacy skills and become more effective researchers. • Get clarification on the types of resources that are available at a distance to support your specific assignments and class projects.
☐ **InfoPoint** - Personalized Assistance • Point students to individual research support through InfoPoint, an email reference service. • Get help resolving computer and technology problems that may create barriers to accessing information online.	☐ **LUMINA to U** - Book and Article Delivery • Get the articles and other materials you and your students need delivered to your office or to your students' homes. Nominal fees may be applied.
☐ **Research Workshops and Instruction** • Schedule a librarian to provide online, face-to-face, print, or interactive television instruction for your students. • Use customized handouts and web pages to help students find appropriate resources for their assignments and projects.	☐ **Help Your Students use the Libraries** • Distribute the Libraries' brochure, "Research from a Distance" to your students. • Provide access to the Libraries' Distance Learning Services web site that answers commonly asked questions distance learners have about using the Libraries.
General Information	

I am interested in learning more about these distance learning services.

Name: _____

Dep't: _____

Email: _____

Phone: _____

Contact via:
Email
Phone

Distance Learning Development Project
http://www.lib.umn.edu/dist/
University Libraries - Twin Cities

Submit Reset

36

.etc.
Educational Technology Center

Course Development Request Form

The mission of the Educational Technology Center is to help all UB faculty and instructors introduce or develop IT applications in their courses. ETC staff can help with fairly simple curricular components, such as developing multimedia lectures or putting portions of a course on a web site. We can also help with more advanced applications, such as resource links and interactive web sites.

Workshops and seminars in various computer applications will be scheduled in the ETC classroom throughout the year. These will include training in basic desktop file management, email use, network file transfers, "PowerPoint" presentations, web design, and Internet search techniques. For training in such general applications, please use these workshops and others provided by CIT and the Nodes. *(See the ETC web site (http://www.etc.buffalo.edu/) for a list and calendar of available classes.)*

Beyond group training, however, ETC staff want to help individual instructors develop specific courses. If you want this kind of assistance, use the form below to tell us about yourself, your course, and what kinds of development you're interested in. We will review your Request Form and reply by telephone or email.

Required Information

Date (mm/dd/yyyy):

Name:

Department:

Office address:

Office phone number:

Phone extension:

E-mail address:

UB ID Card (Person) Number:

Status: ○ Faculty ○ Instructor ○ TA*
Other

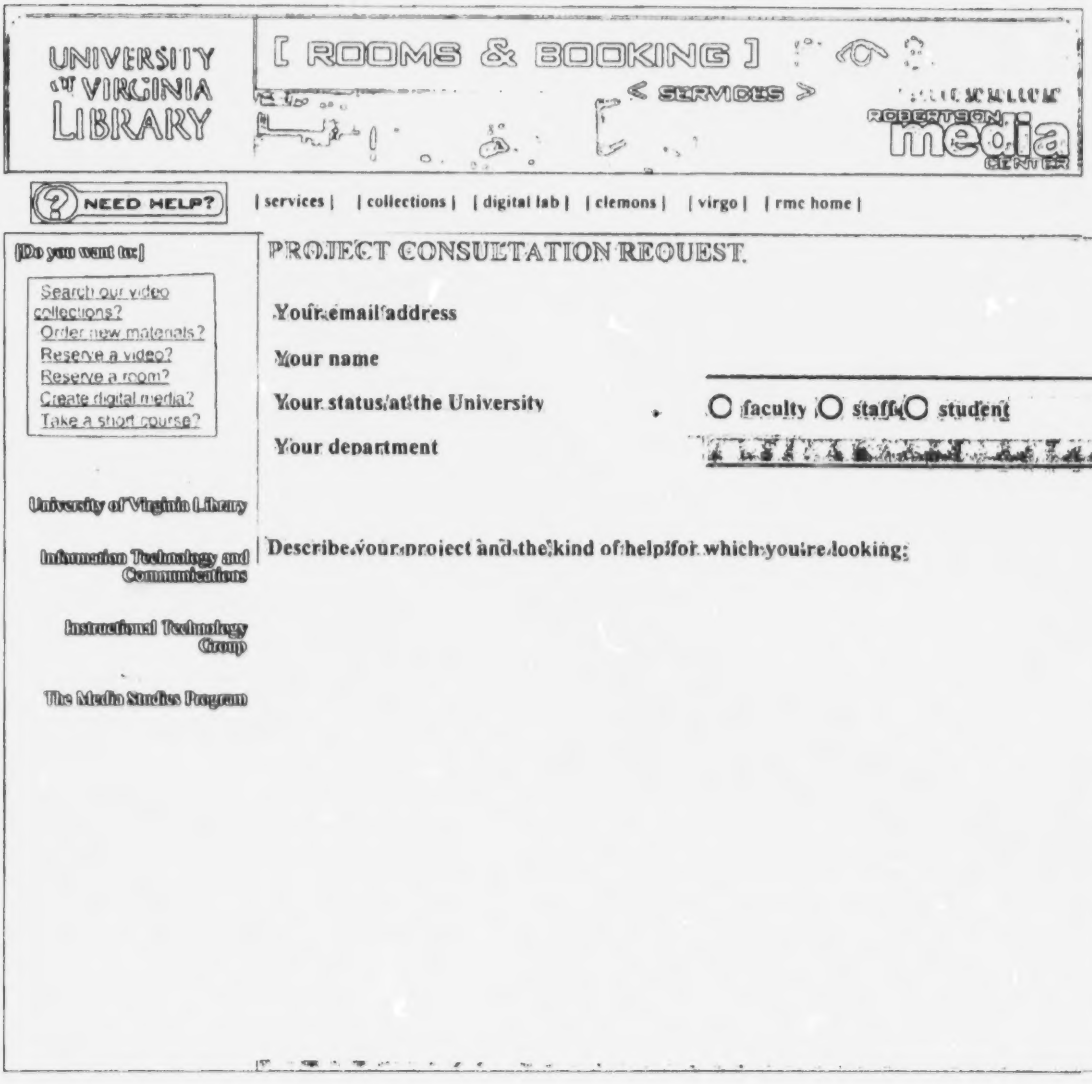
(* TAs must have a letter from their department specifying which course(s) they are teaching.)

Course name & number:

Brief description of proposed project:

Comments:

http://www.lib.virginia.edu/clemons/RMC/proj_consultform.html


UNIVERSITY of VIRGINIA LIBRARY
[ROOMS & BOOKING]
< SERVICES >
ROBERTSON media CENTER
NEED HELP?
| services | | collections | | digital lab | | clemons | | virgo | | rmc home |
[Do you want to:]
Search our video collections?
Order new materials?
Reserve a video?
Reserve a room?
Create digital media?
Take a short course?
University of Virginia Library
Information Technology and Communications
Instructional Technology Group
The Media Studies Program
PROJECT CONSULTATION REQUEST.
Your email address
Your name
Your status at the University
O faculty O staff O student
Your department
Describe your project and the kind of help for which you're looking:

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Web Advisory Group

HTML INFORMATION
- CLICK HERE
- CLICK AGAIN
- TUTORIALS
- ACCESSIBILITY
- RELATED EVENTS
- YUL POLICIES

WAG
- ANNUAL REPORTS
- MINUTES
- SUBGROUPS
- ASSOCIATED GROUPS

YULWWW L
- JOIN THE LIST
- SEND A QUESTION

REQUEST A WEB CLASS

SEARCH THE WAG SITE

WAG-TLC

A subgroup of WAG for Teaching, Learning, and Communication of web-related topics.

Use this form to request a Web-related class, forum or invited speaker.

Your E-mail Address:

Request a class

© 2001 Yale University Library

Yale University Library
WAG members: David Stern (chair), Danuta Nitecki, Karen Reardon, Holly Grossetta Nardini, Patricia Thurston, Calvin Hau
Send comments to the Web Advisory Group

Last modified: 06 September 2001 21:04:31 -04

Library-based Service Descriptions

UNIVERSITY OF ILLINOIS–CHICAGO

http://www.uic.edu/depts/lib/arcade/services/

UNIVERSITY LIBRARY

UIC University of Illinois at Chicago

Library Home | UICCAT

Information Technology (InfoTech) Arcade

InfoTech Arcade Services

The InfoTech Arcade is a place where UIC faculty and staff can come to explore applications of instructional technology. consult with us about yor multimedia and web projects. visit us to learn about software and hardware that might help you develop your presentation or project, or take one of our workshops. You may also consult with arcade staff in evaluating or developing a web site for your course. The Arcades are staffed by professional librarians and other staff who can assist and train you with various hardware and software options.

- **Arcade open hours**
- **Workshops and Seminars**
- **Consultation Services**

Last updated: Friday, 08-Sep-2000 17:42:47 CDT

Contact: lib-sugg@uic.edu.

University Library, University of Illinois at Chicago
801 S. Morgan M/C 234 ● Chicago, Illinois 60607 USA ● Administration 312-996-2716

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UNIVERSITY LIBRARY

Information Technology (InfoTech) Arcade

InfoTech Arcade Workshops

In addition to teaching during Faculty Computer Camps, InfoTech Arcade staff offer periodic workshops on the various software and hardware resources we have available.

Arcade Workshop Schedules

- **Fall 2001 Lectures and Workshops**

Arcade Workshop Materials

- Automating the Process of Keeping Current in your field.
- Digital Photography
- Easy Web and Database Integration with Filemaker Pro 4
- New Faculty Orientation to UIC Library Systems
- Scanning Slides
- Scanning Text
- Web Graphics

For further information or to sign up for a workshop, contact: ***arcade@uic.edu***

Last updated: Friday, 17-Aug-2001 16:40:35 CDT

Contact: lib-sugg@uic.edu.

University Library, University of Illinois at Chicago
801 S. Morgan M/C 234 ● Chicago, Illinois 60607 USA ● Administration: 312-996-2716

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Course Support for Classroom Instructors

The University Libraries are committed to supporting instructors and students in the research process. Do not hesitate to call on us for any of the following functions.

Assignment Consultation

- Get advice on designing assignments that help students learn to effectively research.
- Discover how to use QuickStudy, the Libraries' online tutorial, to help your students build information literacy skills and become more effective researchers.
- Get clarification on the types of resources that are available to support your specific assignments and class projects.

Next Step: Contact the librarian in your subject area. If that person is unavailable, contact the Libraries' Coordinator for User Education.

Course-related Web Pages

- Enlist a librarian in creating a web page to support your reoccurring assignments.
- Point your students to already designed online research guides in a particular subject area such as agronomy or journalism found in QuickStart.

Next step: Contact the appropriate librarian as soon as possible (minimum of two weeks) so that the web page can be created, reviewed by you, and available when your students need it.

Library Workshops

- Arrange for a customized library workshop designed with your particular assignment in mind. The main libraries on campus have computer labs for hands-on workshops, but librarians can also come to your department's computer lab or classroom. Contact the librarian in your subject area to discuss this further.

  Note: In order to arrange for a demonstration/hands-on session for your class, contact your librarian as early as possible (minimum of two weeks notification) so that library instructional facilities can be reserved and to ensure that the librarian will be able to accommodate your needs.

- The Libraries also offer free, open workshops on general topics such as using MNCAT or the citation indexes. If you would like to require (or encourage) your students to attend one of these workshops, please let the library instructor know ahead of time so we can arrange for extra sessions. Go to the workshop registration database to see what is currently being offered and who is teaching the workshop.

Tours

- Tours of the library or libraries that your students will be using most frequently are a way to increase students' comfort levels with the library and introduce them to the lay-out and services of the Libraries.
- Note that tours are not effective unless those attending can hear and see. An optimum size for a tour group is 10 people. You may need to assist with the tour in order to keep the tour group to the optimum size.

Next Steps: Contact the appropriate librarian as soon as possible so that an itinerary for the tour can be determined that ensures that the tour meets the needs of your students.

Back to Orientation & Instruction

UNIVERSITY**LIBRARIES** LUMINA UNIVERSITY OF MINNESOTA

HOME | ASK US! | HOURS | HELP

DISTANCELEARNING

Services for Students **Services for Faculty**

IMPORTANT:
U of M distance learners are entitled to all library resources and services available through the Libraries' Home page, **LUMINA: Digital Library Gateway**, including access to electronic articles indexes and journals, research assistance, and more.

The page you are currently viewing provides access to information of special interest to distance learners, and intends **only** to supplement the LUMINA Gateway.

For Students >>>>

Library Services of Special Interest to Distance Learners

- Getting Started -- Eight Things to Know About Library Research from a Distance
- "Library Research from a Distance" Brochure
  - Order a Print Version
- Getting Books and Articles You Need -- Delivery Services
- Computer Help -- Initiating your U of M Internet Account, Accessing Databases
- Ask a Question/Get Research Help -- Phone, Fax, e-mail, Web
- Libraries' Frequently Asked Questions
- Learn Library Research Skills -- Online Library Research Guide
- Electronic Reserve FAQ -- Frequently Asked Questions

- Planning a Trip to the Twin Cities Campus Libraries
- Bio-Medical Library Distance Education -- -- for U of M Health Sciences Distance Learners
- Distance Education Services -- Business Reference
- Using Libraries in Your Community
  - Rodney A. Briggs Library (U of M, Morris)
  - UMC Library (U of M, Crookston)
  - UMD Library (U of M, Duluth)
  - Goddard Library & Technology Center (U of M, Rochester)
- Library Support for Non-U of M Distance Learners
- Tell Us How to Improve Library Services for You

U of M and Other Sites of Interest to Distance Learners

Please note that many distance learning courses and programs are also offered directly through individual U of M Colleges, Departments and Programs

- Independent and Distance Learning
  - Student Services and Policies (advising, transcripts, exams, proctoring, etc.)
- University of Minnesota Rochester Center
- University of Minnesota Extension Services
- University of Minnesota Bookstores
- Writing at the University, a Survival Guide

- University Writing Support Network
- Minnesota Distance Learning Association (MNDLA)
- ISEEK -- Internet System for Education and Employment Knowledge

Back to Top

For Faculty >>>>

Library Resources & Support

- Faculty Request for Information Form
- "Library Research from a Distance" Brochure
  - Order a Print Version
- Electronic Reserves Project -- Fall Semester 2001 -- **New!**
- Consultation & Library Instruction
- QuickStudy: Library Research Guide -- for Learning Research Skills
- Book/Article Delivery Services for Faculty/Staff
- What Faculty Say about Distance Learning and Library Support
- U of M Libraries' Distance Learning Development Project, 1997-2001
- Bio-Medical Library Distance Education -- for Distance Learning in the Health Sciences
- Distance Education Services -- Business Reference

U of M Campus Resources and Support Services

- Dist-L -- the U of M Distance Learning Listserv
- Academic & Distributed Computing Services
- Center for Teaching and Learning Services
- Copyright Permissions Center
  - Copyright Permissions Process
- Digital Media Center
  - Technology-Enghanced Learning (TEL) Small Grants Program
- University Media Resources
  - Choosing the Best Media for the Message
  - Teaching via Interactive Television

Distance Learning Sites and Resources

- Comprehensive Sites and Clearinghouses
- Accreditation and Guidelines for Distance Learning
- Copyright and Distance Learning
- Statistics, Reports, and Planning
- Virtual Universities and Distance Learning Institutions

Back to Top

The University of Minnesota Libraries are committed to providing distance learners with library access equal to that provided for on-campus students

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Libraries
University of Nebraska-Lincoln

Electronic Text Center

N209 Love Library, Lincoln, NE 68588-0410 (402) 472-2531

- General Information
- Services
- Copyright Information
- Digital Archives
- Related Sites

Introduction

The Electronic Text Center was established in 1999 to assist faculty and students in developing digital text projects that support the University of Nebraska-Lincoln's teaching, research, and service missions. Of special interest are humanities texts accessible online. The E-Text Center staff and faculty serve as consultants, providing information on relevant issues such as copyright, access, organization, and preservation. The Center sponsors workshops and roundtables, and provides a forum for the exploration of ideas related to the creation of digital content.

This page was last modified March 16, 2001
Send your questions, comments or suggestions about this page to the Electronic Text Center at etcenter@unlnotes.unl.edu

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UNIVERSITY OF NEBRASKA

http://libr.unl.edu:2000/etcserv.html

Libraries
University of Nebraska-Lincoln

Electronic Text Center

- E-Text Home
- General Information
- Copyright Information
- Digital Archives
- Related Sites

Services of the Center

The following services are available by appointment.
Please contact the E-Text Center, (402) 472-4547

- **Project planning** and technical assistance with digital text projects, including issues such as copyright, scanning, metadata, and machine indexing.
- **A workstation** for faculty and graduate student use is equipped with a scanner and Interleaf SoftQuad's Author/Editor (AE) software, Panorama Publisher/Viewer, Adobe Photoshop, and Microsoft Office.
- **Workshops and roundtables** on issues relating to digital text projects.
- **Scanning** for publication, to enhance the readability of a text, and/or to discern details in an image.

IRIS Home | Search the Catalog | How Do I ...? | UNL Home

This page was last modified August 27, 2001.
Send your questions, comments or suggestions about this page to the Electronic Text Center at etcenter@unlinotes.unl.edu

Instructional Support Services

Support for innovative instruction and technology

ABOUT ISS

Instructional Support Services (ISS) serves the SIUC campus and southern Illinois region by incorporating new technologies to augment instruction and empowering faculty to provide a wide variety of support to meet their teaching objectives. ISS is a central resource for faculty in many areas, from developing online course work and CD-ROMs, to distance learning via interactive video, to training and support in the use of instructional technologies.

A wide array of web application software tools to create online course environments are available to the faculty. Currently, there are over 500 course web sites hosted on the ISS servers with more than 10,000 WebCT users and 500 FirstClass users. ISS also serves as a resource for capturing course lectures and presentations and creating web-based multimedia versions for online use. ISS services range from setting up a course account (a five-minute task), to completely designing the online presence, which may include designing content, testing, and developing glossaries and communication components, such as WebBoard.

ISS has functioned as a test bed for new information technology and web-based information solutions. Staying ahead of the technology curve is critical when it comes to meeting the educational needs of a large university. These services and resources situate ISS at the center of innovative instruction and technology support for SIUC.

SERVICES AND DEPARTMENTS

Instructional Development

An instructional designer provides assistance with strategies to improve teaching and learning. Support is available in planning, designing and developing course-related materials, testing, classroom instructional techniques, and pedagogical issues surrounding the use of new media and online instruction.

Web Course Development

A multimedia specialist provides a wide spectrum of technology support from web interface design to web course development and streaming multimedia. Expertise is available in the development of multimedia and graphics, internet communications, and online course analysis. Traditional web development is combined with expertise in the latest software for creating advanced sites and incorporating multimedia components. Training and support are available in the development of web-based environments.

Custom Web Programming

Programming specialists provide assistance in web application development. Expertise is provided in the development of interactive components to enhance web-based instruction. Server-side and client-side scripting are utilized for data collection and analysis, online testing, discussion forums, and synchronous chats. Server space is available through FTP access or through one of the following online course management/collaboration systems–such as WebCT and WebBoard.

Digital Imaging & Graphics

Graphic designers provide support in a variety of production areas, ranging from scanning of 35mm slides, art, and text, to the development of print and web-based graphics. Services also include photo and slide digitizing, layout and design, and multimedia production.

Video Production

The Video Production team provides video and multimedia services including: video taping class sessions, tape duplication and international conversion, digital editing and graphics, video for the web and CD-ROM, creative and technical consultation, and more. We support VHS, VHS-C, SVHS, 8mm, Hi 8, miniDV and 3/4" videotape

formats, and can create instructional videos from concept to completion.

Instructional Evaluation

Instructional Evaluation staff support teaching and research efforts at SIUC. Services include scoring and analysis of classroom exams using machine-readable forms, processing of Instructor and Course Evaluations (ICE), and consultation and analysis of research oriented instruments. Results can be delivered through the web, electronic mail, and traditional methods.

Instructional Technology

On site technical staff are available in Lawson Hall. These classrooms are equipped with a full range of audiovisual resources including projection for video, laptop, DVD, slides, and 16 millimeter films. Ethernet connections in each of the rooms provide access to the Internet. In addition, faculty teaching in other classrooms can request audiovisual equipment for classroom use. ISS staff can also assist in obtaining instructional videos for teaching.

Distance Learning

ISS staff provide support for the development of distance learning courses (web-based and interactive video), the scheduling of videoconferences, and technical support. Technical staff support the interactive video network on the SIUC campus and southern Illinois. The high-tech instructional equipment in six SIUC classrooms are being used not only for interactive video classes and videoconferencing, but for regular classroom use as well. Training is available to faculty and staff in utilizing technology for instruction using the web or interactive video equipment.

ABOUT THE REGIONAL CENTER

The Regional Center for Distance Learning and Multimedia Development is a shared resource of the Southern Illinois Collegiate Common Market (SICCM) and the Southwestern Illinois Higher Education Consortium (SIHEC), funded primarily through a HECA grant from the Illinois Board of Higher Education (IBHE). The mission of the Center is to enhance teaching and learning by exploring innovative instructional strategies and sharing expertise in the southern Illinois region.

Housed in Morris Library, the Center works collaboratively with Illinois higher education consortia and institutions to deliver faculty and staff training programs in synchronous and asynchronous distance learning, multimedia development, web-based instruction, and emerging technologies.

The Regional Center conducts seminars and workshops for SICCM and SIHEC-member institutions. Regional Center staff also consult with public school teachers on technology implementation. An ambitious Mini-Grant Program encourages the development of distance learning and computer-mediated instructional courses and applications. Since the inception of the Center in 1997, over 200 Mini-Grants have been awarded to faculty in the service region.

Through the unique relationship between ISS and the Regional Center, southern Illinois community colleges benefit from the same high level of innovation provided to SIUC faculty.

For Regional Center information call: 618/453-1015 or email: regional@lib.siu.edu

REQUESTING SERVICES

ISS is located in the lower level of Morris Library, Office #8.

* Call 453-2258 and make an appointment with one of our staff members.
* Visit ISS and fill out a work order detailing your project.

HIGHLIGHTS

* Supporting over 500 course web sites
* Conducting monthly workshops for the Library Seminar Series
* Association of Research Libraries: continued partnership to design online courses
* American Library Association: currently collaborating to design an online web environment

UGL Undergraduate Library

Oscar A. Silverman Undergraduate Library
University at Buffalo, Capen Hall
Buffalo, New York 14260-2200 USA
Tel: (716) 645-2943 Fax: (716) 645-3067
Email: askugl@acsu.buffalo.edu

Undergraduate Library Services for University at Buffalo Faculty

The Undergraduate Library (UGL) is pleased to support UB Professors and courses by helping identify the best sources for research. Please use this guide as a starting point and contact Eric Kofi Acree at acree@acsu.buffalo.edu, or 645-2943, ext. 235 for more information.

- **Information Literacy Instruction:**

  Information literacy is an essential skill for today's students, who have an increasingly dizzying array of information to choose from and evaluate for their research. UGL librarians will meet with you to create an instruction session tailored to a specific assignment or course, and then teach your students the skills they need to find information. Hands-on computer instruction takes place in one of UGL's computer classrooms during your course meeting time, or a librarian could also come to your class to do a brief demonstration. UGL also offers free drop-in workshops each semester open to all UB students, faculty, and staff. Contact Eric Acree (645-2943, ext. 237; acree@acsu.buffalo.edu) to discuss the possibilities for your courses, or use the UGL Instruction Request Form.

  A. Creating Effective Library Research Assignments
  B. Sample Research Assignments

- **Have UGL Create A Web Page For Your Assignment:**

  Whether you schedule a class or not, UGL librarians are available to create customized Web pages with links and resources for specific assignments. Contact Eric Acree, 645-2943, ext. 235; email: acree@acsu.buffalo.edu, to learn more.

- **If you are unable to fit instruction into your schedule, we recommend the following tutorials for students:**

  - Research Assistant (http://ublib.buffalo.edu/libraries/units/ugl/tutorials/research.html): Developed specifically for UB students, this guide teaches the basic library research process and links to great resources in the Libraries and on the Web.
  - The Library Skills Workbook (http://ublib.buffalo.edu/libraries/units/ugl/workbook/): A graduation requirement for UB undergraduates the workbook introduces students to how to find and evaluate books, articles, and Web sites for research.
  - The UB Libraries Web Catalog Help (http://ublib.buffalo.edu/libraries/help/ubwebcat.html): Guides with helpful hints on how to use the University at Buffalo's Libraries Catalog to locate books, periodicals, government documents, music scores, maps, manuscripts, audio-visual materials, and microforms on campus and the Web.
  - Learn the Net (http://www.learnthenet.com): An excellent guide for people new to the Web or advanced users who want to learn more.
  - Bare Bones 101: A Basic Tutorial on Searching the Web (http://www.sc.edu/beaufort/library/bones.html): Developed by a librarian, this tutorial is an excellent introduction to making the most of Web searching.

- **Link To The Libraries From Your Course Web Page:**

  The UGL Web site (http://ublib.buffalo.edu/libraries/units/ugl/) features guides, information, and links tailored to the research needs of undergraduates. Link to one or all of these pages to help your students locate the best sources for their research needs:
  - Undergraduate Library (http://ublib.buffalo.edu/libraries/units/ugl)
  - UB Libraries (http://ublib.buffalo.edu/libraries/)
  - Getting Started (http://ublib.buffalo.edu/libraries/e-resources/quickstart.html)
  - UGL Research Guides (http://ublib.buffalo.edu/libraries/units/ugl/center/)
  - Research Assistant (http://ublib.buffalo.edu/libraries/units/ugl/tutorials/research.html)
  - UB Libraries' Resources by Subject (http://ublib.buffalo.edu/libraries/e-resources/subject.html)
  - Libraries' Site Index (http://ublib.buffalo.edu/libraries/search/subject.html)

- **Place Course Materials on Reserve:**

  For assignments which require the use of limited resources, place material on Course Reserve. This would include, books, journal articles, book chapters, audiovisual materials, and software. Book chapters and journal articles are placed on the Web.

- **Send Your Students To UGL:**

  Make the UGL Reference/Information Desk the destination for any of your students who need help with their research. While many students are computer savvy, they often need help finding reliable information in print and on the Web. UGL librarians are especially attuned to the needs of undergraduates, and are dedicated to teaching students the research process. Reference service is available on a drop-in basis in UGL or by phone (645-2945), fax (645-3067), or email (askugl@acsu.buffalo.edu). Instant Message reference service is also available during the fall and spring semesters.

- **Have Your Students Attend a Workshop:**

  Have your students learn how to use library resources to find books & articles, search for images, search the Web, and more. Check out the complete UGL workshop schedule for the fall and spring semesters http://ublib.buffalo.edu/libraries/units/ugl/help/schedule.html.

- **Tell Us About Your Assignments:**

  Please help us help your students more effectively by telling us about research assignments for your courses. Fill out the Assignment Alert form at http://ublib.buffalo.edu/libraries/units/ugl/form/alert.html or fax a copy of the assignment and syllabus to us at 645-3067. Librarians are also available to discuss assignments with you and suggest the best possible library resources. Call us at 645-2943 or email askugl@acsu.buffalo.edu for more information.

- **Reserve an electronic classroom:**

  If you would like to reserve a hands-on electronic classroom, please visit CIT Hands-On Computing Classroom Reservation Request at, http://wings.buffalo.edu/computing/classroom_request.html.

Back to Top

Undergraduate Library
Eric Kofi Acree, acree@acsu.buffalo.edu
http://ublib.buffalo.edu/libraries/units/ugl/class/services.html

Content last reviewed May 16, 2001

Libraries
University at Buffalo

technology assisted curriculum center

j.willard marriott library university of utah

tacc | services | resources | showcase | funding | course support | events

Technology Assisted Curriculum Center

Applications for TACC Faculty Fellowships now available!

The TAC Center encourages faculty members to use technology *to improve* teaching and learning, and to reflect on the ways in which various technologies can enhance good teaching and learning practices.

Our purpose is to help faculty accomplish this goal by providing training and services in a variety of areas.

The tabs at the top of each page link to major topics. The sections in the pull-down menus link to sub-topics and/or information related to the major topics.

<--Please select an option-->

This site last updated on 9 25 01

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Introductory Statement

The TAC Center encourages faculty members to use technology *to improve* teaching and learning, and to reflect about the ways in which various technologies can enhance good teaching and learning practices.

Consider such applications as email, presentation software, electronic library resources and online databases, bulletin boards, chat rooms, online exams and quizzes, multimedia software, audio/video resources, and course management systems.

We ask: How can any given technological application be applied in the service of teaching and learning? When might the use of one be more effective than another? When might it be better not to use technology? Does the purpose of using the application support the pedagogical objectives of the class?

To foster such reflection about the use of technology,* posted below are Arthur Chickering and Zelda Gamson's "seven principles for good practice in undergraduate education."

Good practice in undergraduate education:

1. Encourages contact between students and faculty,
2. Develops reciprocity and cooperation among students,
3. Encourages active learning,
4. Gives prompt feedback,
5. Emphasizes time on task,
6. Communicates high expectations
7. Respects diverse talents and ways of learning.

* See Arthur W. Chickering and Stephen C. Ehrmann's *Implementing the Seven Principles: Technology as Lever* for a description of some of the most cost-effective and appropriate ways to use computers, video, and telecommunications technologies to advance the Seven Principles.

Purpose and Mission

The Technology Assisted Curriculum Center exists to support the efforts of University of Utah faculty members to integrate various technologies and information navigation skills into their curriculum for the enhancement of quality teaching and learning.

Our mission is to provide faculty members with a wide, up-to-date, and user-friendly spectrum of digital services and resources.

The TAC Center is conveniently located in the Marriott Library to provide the information resources and services necessary for effective faculty curriculum development.

We encourage all faculty members--ranging from the computer novice to the expert in developing fully asynchronous courses--to participate actively in an environment conducive to collaboration, experimentation, exploration, and innovation in education.

Guiding Principles

- We respect the differences in experience and teaching strategies of the faculty we serve.
- We hope that flexible teaching strategies and methods of delivery encourage the understanding and learning styles of diverse and unique individuals.
- We believe that education should foster skeptical, lifelong, and interactive learning through continuous reflective inquiry.
- We appreciate criticism, creativity, conflict, cooperation, and collaboration.
- We understand that the dynamic relationship between technological change and social transformation entails moral and political choices and responsibilities.
- We assume that the gap between the information-rich and information-poor is a fundamental impediment to democratic learning practices and institutions.

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Introduction

We provide the following services to all faculty members and teaching assistants at the University of Utah:

- Course development materials and resources: using tools such as a syllabus builder, WebCT, the Utah Model and U-online.
- Faculty development support: Trained professionals provide support for all software, hardware and services available at the TAC Center.
- Faculty Fora: We encourage and promote cross-disciplinary dialogue about technology in teaching, learning, society and the world.
- Graphic design and layout: The TAC Center can help in creating your desired aesthetic through consultation in creative design techniques and general design principles.
- Information and library resources integration: Consultants can help faculty integrate library databases and other learning materials into courses.
- Instructional design: Derived from psychological and educational learning theories, this assistance is provided to faculty members to help them identify or modify learning objectives through an understanding of appropriate multimedia and web-based tools, applications, and techniques.
- Multimedia digitization and production (such as scanning, audio, video, PowerPoint, Flash, etc.): With the use of our Sony Digital Video Camera and our premiere editing systems, we are able to produce audio and video, e.g. lectures, outside sources, documentaries, etc., for distribution on VHS, CD-ROM, DVD, or for streaming over the Internet.
- Support for faculty and students teaching or enrolled in for-credit fully online courses at the University of Utah.
- Training and Workshops: One-on-one and group training in many of the services provided by the TAC Center.
- Web design and database programming: The TAC Center can help you create your class web site, including custom database and dynamic content application

http://www.tacc.utah.edu/html/webct/course_support.html

technology assisted curriculum center

j.willard marriott library university of utah

tacc | services | resources | showcase | funding | COURSE SUPPORT | events

Course Support

In our effort to support faculty in their endeavors to integrate technology into their classrooms we support three Course Management Systems. WebCT (Web Course Tools) is a set of tools for placing all or part of course content online in addition to online student-student/student-faculty interaction. U-online is a system for faculty to teach a course fully online using WebCT, a system developed in the individual departments, or the Utah Course Builder. The Utah Course Builder, developed at the University of Utah, is a system similar to WebCT that provides tools to place content online. For more information, please select one of them from the drop-down menu below.

<--Please Make a Selection-->

---

back TECHNOLOGY ASSISTED CURRICULUM CENTER search

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ROBERTSON media

? NEED HELP? [services] [collections] [digital lab] [clemons] [virgo] [rmc home]

< services >

The Robertson Media Center provides individual carrels, group viewing rooms, and media -equipped classrooms for the viewing of videos of many formats.

book a room | put videos on course reserve

< collections >

The RMC collections include over 17,000 videos and audio recordings, as well as images, sounds and video in digital form.

search the library catalog for videos

< digital media lab >

The Digital Media Lab, a collaborative effort between ITC and the Library, offers equipment and support for the digitization and editing of images, sound and video. Staff assist students with digital projects and help faculty prepare electronic course materials.

< about the RMC >

The RMC opened in September 1999, supported by a generous grant by Timothy Robertson. The Digital Media Lab, now part of the Robertson Media Center, existed in many previous incarnations: the Digital Image Center, the Digital Media and Music Center, the Digital Media Center, and the New Media Center of ITC.

[STAFF LISTINGS]

[ITC]

[ITG]

[MEDIA STUDIES]

In the Robertson Media Center, individual carrels and media-equipped classrooms allow you to watch VHS tapes, LD's and DVD's, and to listen to audiotapes.

The Tibetan and Himalayan Digital Library is using new digital web-based technologies to collaboratively solicit, generate, publish and integrate all aspects of scholarship on the geographical, cultural and linguistic regions associated with Tibet and the Himalayas.

Members of the student-run Film and Video Society use the Digital Media Lab to create their movies. Watch Johnny Lee's "10:30:15" (above) and Meghan Eckman's "Today" (below). Both are profiled in

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Search our video collections?
Order RMC materials?
Reserve a video?
Reserve a room?
Create digital media?
Take a short course?

< project planning >

We help users plan their multimedia projects, through all phases of design and execution. Fill out our online form, call 924-7286, or write digitalmedia@virginia.edu to set up an appointment with a consultant.

< tutorials and short courses >

We offer courses in a variety of subjects relating to the creation and use of media, both digital and analog. Follow this link to the Library's User Education Short Course schedule.

< digital image, video, and audio capture and editing >

[LIBRARY]

The Lab includes scanners, both flatbed and transparency, as well as a full array of video and audio digitization equipment. Follow this link to a description of our hardware and software. Call 924-7286 or write digitalmedia@virginia.edu to reserve a workstation.

< analog editing >

[ITC]

Analog editing stations allow for the selective copying of videotape clips and the creation of composite tapes. Call 924-7286 or write digitalmedia@virginia.edu to reserve time on those workstations.

< equipment borrowing >

[ITC]

The Digital Media Lab lends digital equipment to UVa students, staff and faculty. Currently we circulate digital video cameras. Fill out our online form or call 924-7286 to request a digital video camera.

[MEDIA STUDIES]

< animation and 3-D imaging >

Staff members have expertise in animation and 3-D technologies. Call 924-6300 or write will@virginia.edu for consultation or training in these areas.

< media database building >

DML staff advise on the creation of media databases using standards for metadata and description. Call 924-7119 or write digitalmedia@virginia.edu to request a consultation.

< web site building >

Our staff assists users in building their web sites, and holds particular expertise in the preparation and delivery of media files. Cal 924-7286 or write digitalmedia@virginia.edu to set up an appointment with a consultant.

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http://www.library.yale.edu/wow/advisorygroup.html

Web Advisory Group

HTML INFORMATION
CLICK HERE
CLICK AGAIN
TUTORIALS
ACCESSIBILITY
RELATED EVENTS
YUL POLICIES
WAG:
ANNUAL REPORTS
MINUTES
SUBGROUPS
ASSOCIATED GROUPS
YULWWW-L
JOIN THE LIST
SEND A QUESTION
REQUEST A WEB CLASS
SEARCH THE WAG SITE

The Web Advisory Group (WAG) sets policies and makes recommendations as appropriate to encourage the orderly growth of the Library Web. In keeping with its advisory role, its members frequently provide assistance to and answer questions from Library staff concerning network-related issues. The Web Advisory Group has formed a number of subgroups in order to support the ongoing activities of the many developers who create the Library's network presence, and to address some of the current needs of the Library Web.

The members of the Web Advisory Group are:

David Stern (chair), Director of Science Libraries and Information Services, Kline Science Library, 2-3447

Calvin Hsu, Catalog Librarian, East Asian Collection, 2-1793

Danuta Nitecki, Associate University Librarian for Public Services
danuta.nitecki@yale.edu, 2-1818

Holly Grossetta Nardini, Director of Service Quality, Library Administrative Services, 432-9449

Karen Reardon, Manager, Workstation Support, Systems Office
karen.reardon@yale.edu, 2-4099

Patricia Thurston Principal Catalog Librarian/Team Leader, Slavic and East European Team, Catalog Department
patricia.thurston@yale.edu, 2-8424

Click Here:

An Introduction to Publishing on the Yale Library Server

GETTING STARTED
INTRODUCTION TO THE SERVER
TELNET TO THE SERVER
SECURE SHELL FTP
MORE ABOUT TELNET
UNIX PERMISSIONS
QUICK SERVER GUIDE
PUBLISHING PROCESS IN 4 EASY STEPS

See
Click Again
for further html tutorials

WAG Annual Reports:

- 1996-97
- 1997-99

WAG Minutes: 2001

9/10/01
7/30-8/27
7/16/01
6/18/01
5/12/01
3/12/01
2/26/01
2/12/01
1/19/01

WAG Minutes: 2000

12/18/00
11/20/00
11/6/00
10/23/00
10/9/00
9/11/00
8/28/00
8/14/00
7/31/00
6/5/00
5/22/00
4/10/00
3/27/00
3/13/00
2/28/00
2/14/00
1/31/00

WAG Subgroups

The Web Advisory Group has formed the following subgroups in order to encourage the participation of a broad range of staff in the creation and maintenance of the Library's web pages.

Front Door Redesign Task Force
Contact: Holly Grossetta Nardini

Training, Learning and Communications
The TLC subgroup sponsors programs that present basic and advanced techniques for web development to Library staff. Their basic web training class, "Click Here: An Introduction to Publishing on the Yale Library Web," is offered on a regular basis. Workshops on more advanced topics are offered periodically. The group also maintains the Wag Web site, designed to collect a variety of useful resources for current and prospective web developers. Members of the group are Matthew Beacom, Diane Ducharme, Ernie Marinko, Barbara Rockenbach, Kalee Sprague, Mary Tao, Bonnie Turner, and Matt Wilcox. Contact: Diane Ducharme

Associated Library Web Groups

There are a number of other Library committees and teams working on web-related activities. These include:

Front Door Committee
Contact: Julie Linden

Medical Library Web Advisory Group
Contact: Matt Wilcox

The Social Sciences Web Committee
The Social Sciences Web Committee meets two to three times per year to review developments and any major redesigns, to discuss library-wide web developments of interest, and to pass along information about web development tools, training, techniques, and standards.
Contact: Sandy Peterson, SSLIS.

SPEC Kit 265
Instructional Support Services

Collaborative Programs

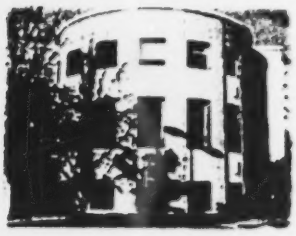
http://www.ualberta.ca/LSS/

Learning Systems

Office of the Associate Vice-President

1-3 University Hall
University of Alberta
Edmonton Alberta
CANADA T6G 2J9

Phone: 1-780-492-5170
Fax: 1-780-492-1439
E-mail: ernie.ingles@ualberta.ca



Learning Systems at the University of Alberta aligns interdependent academic service units, each existing to support the University's Mission by enabling learning - instruction, research and administration - through the appropriate application of current technologies and methods and, through access to, or the creation, dissemination, collection and management of information services, resources and/or products.

- AVP Biography
- Mission Statement
- Committee Structure
- Initiatives
- Alliances & Partnerships
- AVP Quarterly Bulletin
- Member Units
- Funding Proposals
- Publications
- Administration

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Last revised: 12/08/2000
URL: http://www.ualberta.ca/LSS/

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Learning Systems

Office of the Associate Vice-President

Mission Statement

Learning Systems at the University of Alberta aligns interdependent academic service units, each existing to support the U of A Mission by enabling learning - instruction, research and administration - through the appropriate application of current technologies and methods and, through access to, or the creation, dissemination, collection and management of information services, resources and/or products.

Vision

Learning Systems will have achieved our Mission when we are recognized by our clients as the preferred supplier of resources, products and services which directly support the learning processes of the University of Alberta.

Values

- respect
- recognition
- creativity
- learning
- honesty
- teamwork

Service Philosophy

1. Each LS Director and/or Manager will assume accountability for their unit as a complementary contributor to the overall performance of the subsystem within the service network of the University.

2. In addition to #1, each individual will share accountability for the overall performance of the LS subsystem.

3. Members of the LS subsystem will take the initiative to develop common and sound understanding of the service offerings and potential synergies within the subsystem; (for example cross-training programs and internal orientation sessions).

4. Members of the LS subsystem will be proactive in involving other LS service units to solve problems and manage projects so that every component of the subsystem benefits from the contributions of others within LS.

5. Members of the LS subsystem will resolve differences internally and present themselves to the campus community as a cohesive group.

6. Members of the LS subsystem will strive to be flexible and adaptable to changing campus requirements, by demonstrating a commitment to continuous improvement and by seeking opportunities to pursue training and education related to the array of LS service offerings.

7. Members of the LS subsystem will consult on an ongoing basis with clients to assess their needs and to evaluate performance.

8. Members of the subsystem will demonstrate their commitment to the LS Mission and Vision in their day-to-day activities (i.e., walk the talk).

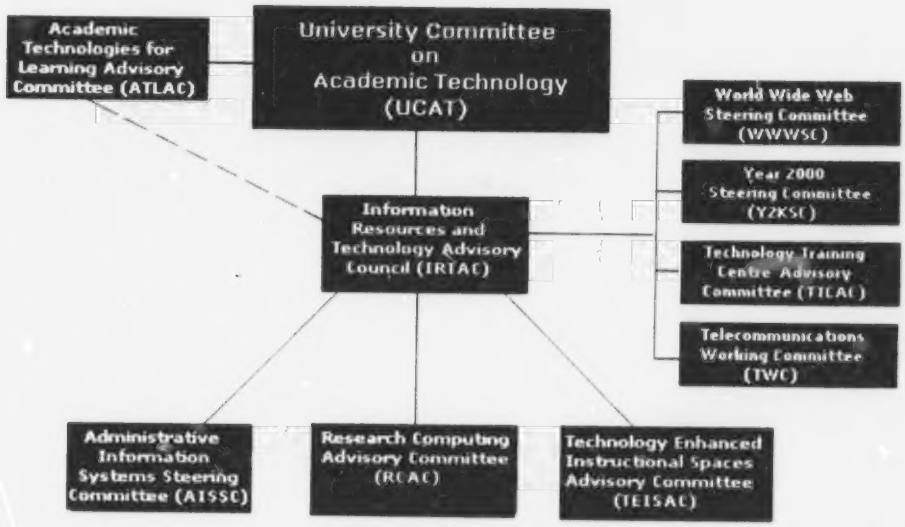
9. Members of the subsystem should feel free to express themselves openly and honestly, to encourage creativity and to engage in the constructive exchange of ideas.

http://www.ualberta.ca/LSS/govern.html

Learning Systems

Office of the Associate Vice-President

Committee Structure


Academic Technologies for Learning Advisory Committee (ATLAC)
University Committee on Academic Technology (UCAT)
World Wide Web Steering Committee (WWWSC)
Year 2000 Steering Committee (Y2KSC)
Information Resources and Technology Advisory Council (IRTAC)
Technology Training Centre Advisory Committee (TTCAC)
Telecommunications Working Committee (TWC)
Administrative Information Systems Steering Committee (AISSC)
Research Computing Advisory Committee (RCAC)
Technology Enhanced Instructional Spaces Advisory Committee (TEISAC)

Learning Systems Home Page
Mission | Initiatives | Publications | Committee Structure | Member Units | Administration

University of Alberta

Last revised: September 7, 1999

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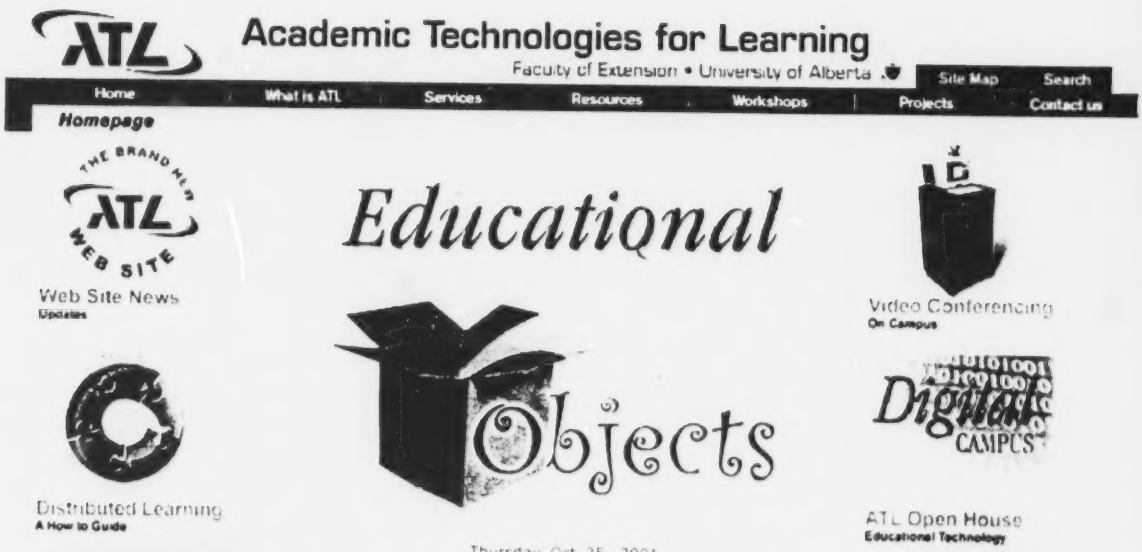

Thursday, Oct. 25, 2001

New & Noteworthy

Oct 11/01	http://www.c2t2.ca/cycle/	The Centre for Curriculum, Transfer and Technology's database of articles for post-secondary educators interested in technology. Submitted by Ellen Whybrow-Howes
Sep 28/01	http://www.center.rpi.edu/PewGrant/Rd...	Pew Grant Program - A description of the latest grant recipients. Projects focus on the redesign of large enrollment introductory courses. Submitted by Ellen Whybrow-Howes
Aug 03/01	http://bio.ltsn.ac.uk/NV/bioframes.ht...	A website created in BioSci at the U of A has been named "Web site of the Month" by the Bioscience group of UK universities consortium. Submitted by John Hoddinott
May 14/01	http://www.dartmouth.edu/~news/releas...	Dartmouth College will deploy a campus-wide wireless computing network. Submitted by John Driedger
Apr 11/01	http://www.officeclippy.com/	Microsoft finally gets rid of Clippy. Almost reason enough to upgrade... Submitted by Jim Wan

More news...

Upcoming Workshops

Oct 25/01	Project Management, Part II	Given by: Robert Aucoin 2-111 Ed. North 12:00 - 13:00
Oct 29/01	Evaluating Innovation	Given by: Stanley Varnhagen 2-111 Ed. North 12:00 - 13:30
Nov 13/01	Instructional Models	Given by: Ellen Whybrow-howes 2-111 Ed. North 13:30 - 15:00
Nov 14/01	Electronic Presentations: Design	Given by: Sandra Dowie 2-111 Ed. North 9:00 - 10:00
Nov 15/01	Scanning	Given by: John Driedger 2-111 Education North 12:00 - 13:00

More workshops...

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http://www.atl.ualberta.ca/whatisatl/mission/

Academic Technologies for Learning

Faculty of Extension • University of Alberta

Mission Statement / Strategic Plan for Academic Technologies for Learning, 1999-2000

Mission Statement

The mission of Academic Technologies for Learning is to facilitate and transform teaching and learning through reflective application of educational technologies.

Vision

Academic Technologies for Learning (ATL) is an institutionally, nationally and internationally recognized leader in the production, implementation and evaluation of technology enhanced teaching and learning.

- Innovation (willing to take risks; the ability to recover quickly)
- Quality (mastery, expertise and relevance; striving to be the best)
- Service (timely, accessible, ethical, and client-centered
- Collaboration (teamwork and communication within ATL, with faculty, and with other units)
- Reflection (contributing to original research; demonstrating critically reflective practice)

Beliefs Include:

Lead efforts to create effective learning environments.

- Develop process and system for faculty developers to use with Faculty Evaluation Committees
- Complete and implement Technology Integration Plan (TIP) for Teaching and Learning and work with Computer and Network Services to complete their TIP and Faculties on their Faculty and Department based TIPs.
- Develop a fee-for-service unit of ATL in conjunction with the Institute for Professional Development(IPD)/Telus Centre.
- Influence policy and selection of funded initiatives related to instructional technology.
- Develop policy and promote understanding of copyright and contract law.

Meet the professional development needs of campus innovators.

- Assess the programming needs of faculty and teaching staff.
- Define a core set of courses.
- Reassess marketing strategies.
- Develop asynchronous training.
- Develop and implement a customized model for ATL Professional Development Services.
- Communicate to, and maintain a dialogue with clients/faculty and stakeholders as a professional development support for the use of educational technologies.

Facilitate and/or Produce quality learning and teaching products.

- Increase quality, quantity and awareness of instructional design and project management in the development of learning materials used on and off campus.
- Promote Ódrop-inÓ and Óon-siteÓ services.
- Develop or purchase multi-media development aids to be accessed asynchronously.
- Coordinate increased use of products with other faculty and institutions.

- Cooperate in developing campus-wide policies and infrastructure to support and deliver enhanced instructional services.
- Optimize capacity and workflow within the Production Studio.

Promote excellence in educational technology research and evaluation.

- Regularly publicize appropriate evaluation and research performed on campus through a publication, database, and/or website that would be distributed/promoted across campus.
- Continue to further enhance and promote the evaluation website through both ATL and the Learning Evaluation And Research Network (LEARN).
- Examine technology related evaluation and research across campus and publish findings.
- Continue to survey and report faculty use, concerns, and attitudes towards the use of learning technologies.
- Encourage evaluation through consulting, collaborations, and offering needed evaluation services on a cost recovery basis.

Promote and support distance and distributed learning.

- Develop, in conjunction with the Distance Education Task Force, a report clarifying the role of distributed and distance education at the University of Alberta.
- Develop a distance education handbook for faculty.
- Create greater awareness of distance education initiatives institutionally, nationally and internationally.
- Enhance the distance education resources for use by faculty and students.
- Explore the use of alternative distance and distributed technologies.

Assist and collaborate with faculty-based development centres.

- Recommend policy regarding establishment and support of faculty-based development centres.
- Coordinate (and possibly chair) university-wide steering committee for new faculty-based development centres (i.e. training support and infrastructure).
- Explore links with Extension's new media diploma and/or with Education's Information Technology degree.
- Develop and offer conceptual blue prints to guide other institutions in developing their own faculty-based development centres.
- Develop a support network for staff working at the faculty level through the creation of a list serve and regular training and information.

Enhance academic and applied research.

- Attract and provide resources to researchers within the unit so that significant original research is produced on an annual basis.
- Devise means to support the wider group of ATL associates to produce and disseminate research results.

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http://www.atl.ualberta.ca/whatisatl/

Academic Technologies for Learning

Faculty of Extension • University of Alberta

Site Map | Search

Home | What is ATL | Services | Resources | Workshops | Projects | Contact us

What is ATL?

What is ATL? - Overview

Mission Statement	ATL's mission is to facilitate and transform teaching and learning through reflective application of educational technologies. Read more...
Location	ATL has two offices. Our Administration is located in the University Extension Centre, while the Studio is on the second floor of the Education Building North.
Staff	ATL is staffed by experts in the design, evaluation and production of learning materials. Meet our staff...
Newsletter	ATL publishes and distributes a newsletter to the University of Alberta academic community. See the online version of our latest newsletter...
FAQ	Read about some of the frequently asked questions of ATL staff to find out how to get the most out of this website, or where to go to get started.
Our Research	ATL is an academic unit committed to furthering our understanding of pedagogic issues that affect post-secondary learners. Read about our ongoing research initiatives...
Partners	We are not alone in providing support and services to Faculty at the University of Alberta. We have many partners such as UTS, CNS, Library, and others.
Contact Us	If you have any questions or concerns, or would like to speak to one of our experts, please join our listserv - ATLNet, or browse our staff listing. General inquires and contact information can be found on our email form.

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Academic Technologies for Learning

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Services - Overview

Consulting

ATL staff consult with faculty members about their planning and developing of courses. We can help you in all of the following areas:

- Distance Education
- Needs Assessment

Programs for Faculty

ATL has many programs for faculty and graduate students at the University of Alberta.

- Associate Partnership - This program provides a low risk, no-cost solution for faculty, as well as Departmental or interdisciplinary teams, to develop a technology-enhancement to their instruction.
- Housecalls - This program offers precisely targeted workshops for Faculties or Departments, or one-on-one assistance to instructors. All program costs are assumed by ATL.
- Drop In - Some faculty need only occasional use of specialized course production tools to achieve their innovation goals. ATL maintains two fully equipped multi-media workstations that can be booked free of charge up to 6 hours/week by faculty and teaching graduate students.

Other Programs

ATL hosts events:

- Incubator - This program is designed to provide resources to new instructional projects. Funds may be requested to support any facet or component of the project, as long as it can be shown to contribute to the University of Alberta's instructional programs.
- Pathways - See the archives of "The Pathways Colloquia", a controversial, engaging, thought provoking speakers series about crucial issues affecting the university in the information age.
- Leaders in Learning - The 3rd annual Leaders in Learning: On-Line 2001 is an informative and innovative 5-day symposium to be held April 30 to May 4 at the University of Alberta
- Learning Enhancement Envelope - Updated information on the status of LEE projects
- Production Support Program

Video Conferencing

Through the BELLE Project, ATL joins other units on campus with the facilities for video conferencing.

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University Library

What is KSLearn?

Instructing users on how to use the library and its resources has always been central to the mission of an academic library. KSLearn is a teaching program within University Library designed to fulfill this mission. It offers instruction and classes to CWRU faculty, students and staff in the following areas:

- Information literacy skills (particularly targeted to undergraduates)
- Effective use of Internet/WWW for research and teaching.
- How to select and effectively use subject specific research/information resources in all formats.
- Accessing online library catalogs, periodical indexes and table of contents services.
- Using and creating electronic texts, image databases and other electronic collections of source materials for research and teaching.
- Personal bibliographic and information management tools.
- Electronic mail, bulletin boards, conferencing software for scholarly communication and for teaching.
- Spreadsheets, statistics, and database management.
- Developing interactive multimedia for teaching and learning.
- Intellectual property issues in a digital environment

Classes are offered primarily by librarians and staff from campus libraries, members of the Curriculum Support Group and the Information Services Help Desk. To find out more about the services of each of these groups simply connect to their homepages by clicking on the group name.

In addition to class room instruction librarians also work with faculty to develop classes tailored to specific course assignments and research needs.

If you are a faculty member who would like to have a class designed to fit the needs of your students you may click here to go to an online request form, call the KSL Reference desk at 368-6596 or send e-mail to kslearn@po.cwru.edu.

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University Library

Who We Are

The staff that teach KSLearn classes are drawn from several departments and expertise in many fields.

Kelvin Smith Library

In addition to offering traditional library services the library staff teach classes in:

- Introductory and advanced research methods
- Effective and in depth subject searches
- World Wide Web navigation tools
- Training in Microsoft Office products: Word, Excel, Access, and PowerPoint
- Technical classes that encompass introductory understanding of Windows operating systems, HTML, web authoring software, Adobe Acrobat and Blackboard.

Curriculum Support Group

Staff from this department bring technical expertise to the KSLearn offerings. Classes include:

- Multimedia usage as an instrument in the classroom including digital imaging, audio, and video tools
- Latest in web authoring software
- Desktop conferencing tools including the use of virtual environments and chat rooms

Cleveland Health Sciences Library

Staff from CHSL ofer classes on health sciences databases, e.g. MEDLINE and CINAHL as well as courses on electronic journals and bibliographic citations software.

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http://www.cwru.edu/net/csg/csg.html

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Curriculum Support Group

CSG Home Page
· TWT Resources
· · Blackboard
· · Page Design
· · Web Publishing
Navigate

Cool Stuff @ CSG!

Click here for more information!

CSG Links

- *CWRUnet in a Nutshell*
- Resources for Teaching
- Electronic Communication
- **CSG's Blackboard Instructions**
- Index of CSG Handouts -- *Coming Soon!*
- Creating Web Sites
  - Learn HTML
  - Scripting for Interactivity
- Using Multimedia
  - Audio and Video Conferencing
  - Astolfo Conferencing Server
- Virtual Environments
  - Virtual Reality Server
- CWRUnet & Library Classes

The CSG Mission

The Curriculum Support Group, part of User Services--Information Services at Case Western Reserve University, assists faculty, students, and staff in the use of technology for teaching and learning. Activities related to this mission include:

- Individual consultations with faculty on using technology in their courses;
- Research on technology to meet specific curricular needs;
- Support for courses that use technology;
- Development of new technologies for instruction;
- Orientation to CWRUnet for new faculty, students, and staff;
- Support for CWRUnet services with an impact on instruction, such as Blackboard.

Our Current Projects

- Desktop Audio- and Videoconferencing (visit Astolfo)
- *Li Chastels de Savance* , an experiment in curricular Virtual Reality
- *The Road to CWRU* , an Orientation CD-ROM
- Public Access Printing
- Streaming Multimedia
- *CWRUnet in a Nutshell* and other CWRUnet Documentation

Contact Us!

- Phone - 368-8600
- Email - edtech@po.cwru.edu

The Staff:

- Sharon Scinicariello, sgs3
- Jared Bendis, jeb2
- Margaret Cooney, mxc41
- Genevieve Mathieson, gxm11
- John L. Clark, edtech
- Lee Drummond, edtech
- Nick Hughes, edtech
- Akhila Raghavan, edtech
- Shruti Raghavan, *on leave fall 2001*

Our Mission: To boldly go where learning and technology intersect...

(And yes, we know that's a split infinitive)

HOME | ACADEMICS | DEPARTMENTS | COMPUTING | STUDENT LIFE | LIBRARIES | INDEX | WELCOME! | ADMISSIONS | ALUMNI | CLEVELAND | NEWS | DIRECTORY | SEARCH

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Curriculum Support Group

CSG Home Page
· TWT Resources
· · Blackboard
· · Page Design
· · Web Publishing

Navigate

Resources for Teaching

Creating a Course Web Site
with Blackboard or with HTML

- Blackboard
- Learn to write HTML
- Netscape Composer and Microsoft Frontpage
- Using PDFs

Publishing Web Pages

- Hosting your own site
- Publishing with FTP
- Servers you can use

Using PDFs

- Make Adobe Acrobat Reader documents
- An easy way to provide full-formatted course documents
- Use with your Blackboard course site or web site

Scripting for Interactivity

- Templates and examples
- Text validation for interactive quizzes

Multimedia on the Web

- Streaming media
- Audio and video

Computer-Mediated Communication (CMC)
(includes chat, MOOs, Conferencing)

- Chat
- MOOs (the CWRU MOO)
- Conferencing with NetMeeting

Virtual Reality

- The CWRU VR Server
- Ways to use virtual reality in education

Useful Hardware

Webopedia the ultimate Multimedia Glossary!

SUNY–BUFFALO

http://www.etc.buffalo.edu/about.htm

About the ETC etc.

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About the ETC

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Opened in spring 1999 on the second floor of the Capen Hall Libraries, the Educational Technology Center is dedicated to curricular research and development at the University at Buffalo. Its aim is to help faculty and other UB instructors to design instructional technology (IT) applications, and to develop web-based and multimedia courses, primarily for undergraduates. The ETC is a joint project of the Provost's Office, CIT, the Libraries, and UB faculty. Its aim is to focus a major part of IT development at UB in order to consolidate efforts, encourage cooperation, and provide university-wide access to the latest equipment, software, and support.

The ETC is guided by the ETC Advisory Board. The Resource Center Advisory Team consults with ETC staff and librarians on the development of the Resource Center collection.

Location: 212 Capen Hall (enter through the Undergraduate Library)

Hours: Monday through Friday from 9:00 to 5:00

Phone: 645-7700
Fax: 645-6207
E-mail: etc@buffalo.edu

Read about our name .etc.

Read about our computer names

Last Updated September 4, 2001

New Destination

Educational Technology Center
212 Capen Hall
716-645-7700
http://www.etc.buffalo.edu
etc@buffalo.edu

Services etc.

Home

About the ETC

Staff

Services

- Hours
- Circulation
- Faculty Tech. Support
- Site Evaluation
- Course Web Site Development
- Training
- Workshops

Resources

Users & Policies

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Comments

ETC Mailing List

Search:

seek

Hours of operation:

Monday - Friday 9:00-5:00

Circulation:

ETC has specialized equipment, technical support documentation, videos, pedogogical literature, and journals for your on-site and circulated use. Stop by to browse our Library.

Faculty Technology Support:

The ETC provides on-site and on-call expertise in software applications, multi-media development, web site design, and Internet research.

Come see us, or contact us to set up an appointment in your office.

Site Evaluation:

The ETC staff will be happy to evaluate your course Web site. Typical considerations will include: site architecture, design and graphical elements, copyright and trademark adherence, navigational elements, site identification, file size, link checks, and text proof-reading. Faculty and other instructors can e-mail their course URL to our staff for comment.

Course Web Site Development:

The ETC staff includes three Graduate Assistants who will help you develop your course Web site. Contact one of our staff to talk about your project. If you prefer, you can fill out the Course Development Request Form online. One of our staff will then contact you.

Training:

The ETC staff provides one-on-one, small group and workshop instruction in a variety of technology and pedagogical areas. Please check our workshop calendar for scheduled programs or contact one of our staff for individualized instruction.

If you are interested in in-class Library or technology training for your students, please see our Training at UB page for more information.

Workshops

Last Updated: Monday, November 08, 1999

Educational Technology Center
212 Capen Hall
716-645-2700
http://www.etc.buffalo.edu
etc@buffalo.edu

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The Instructional Technology Group

The Instructional Technology Group focuses on supporting the teaching mission of the University through the incorporation of computer technology into the classroom. The Instructional Technology Group provides assistance to any member of the University community involved in teaching through training, consulting, development of instructional materials and helping deploy these materials via the local area network, the web or media such as CD-ROMs.

The Instructional Technology Group is comprised of several smaller support areas to better meet the needs of UVA's teaching community.

- **Faculty Development/ Instructional Design**
  Faculty Development provides training and resources to faculty members who wish to incorporate educational technologies into their courses.
- **Teaching + Technology Initiative**
  The TTI is a fellowship program supporting a small number of fellows each year in re-configuring their courses to use instructional technology.
- **Digital Media Lab**
  The Digital Media Lab provides the tools and support to assist faculty in the development of digital materials for the classroom.
- **The UVa Faculty Instructional Toolkit**
  These tools help faculty create and manage web sites for their classes.

The Instructional Technology Group also maintains a list of local resources for creating and using digital technology at the University of Virginia: **The UVa Digital Media Metaindex**

If you have any questions regarding the Instructional Technology Group at the University of Virginia, please contact the Instructional Technology Group 243-6619, or via e-mail at itc-it@virginia.edu

[Students | Instructors | Researchers | Staff & Administrators | Technical Professionals]

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SPEC Kit 265
Instructional Support Services

Job Descriptions

State of Colorado
Position Description Questionnaire

Employee participation in the completion of this document is encouraged; however, the appointing authority and supervisor are accountable for establishing the assignment and ensuring the accuracy of this information.

I. POSITION IDENTIFICATION

Agency Code:_____GGB_____ Position Number:_____4380_____

Principal Department/University or Equivalent____Colorado State University_____

Division or Equivalent_____Morgan Library_____

Work Unit_____Information and Reference Services_____

Current Class Title_____Library Technican III_____ Class Code_____

Working Title (optional)_____

Requested Class Title____General Professional II_____ Class Code_____H6G2TX_____

_____New Position _____Vacant Position ___X___Occupied Position

II. GENERAL INFORMATION

A. Briefly describe the purpose of the work unit.

This Unit exists to provide Library Information Services at four service desks including the Electronic Information Center (EIC) and the two Electronic Information Laboratories (EIL). The EIC and EIL provide public access to more than 120 Web, CD-ROM, Geographic Information Systems, and e-mail workstations.

B. Indicate any staffing or organizational changes since the last evaluation.

Social Sciences and Humanities Services, Sciences and Technology Services, and Government Documents Services were reorganized, within References Services, from a subject arrangement into a functional one as of January 1, 1998. The new groups under Reference Services are: Information and Reference Services; Instruction, Outreach and Staff Training; and Collection Management. This Reference Services position is responsible for administering the Electronic Information Center and the Electronic Information Laboratories, managing the databases and Web-based resources available in these areas, and recommending and implementing software and hardware decisions, and library public-service policies, based on use patterns, user needs, and ongoing technological trends.

C. Briefly summarize the purpose of this position.

This position exists to administer activities in the EIC and EIL through collaborative decision making on policies, procedures, and processes, and to work closely with Library Technology Services (LTS) to evaluate appropriate and useful trends in computerized and online information technology. In addition to providing state-of-the-art user service, this position also provides reference, bibliographic and advisory service, and presents classes, workshops and demonstrations to teach library principles and information technology skills to Libraries staff and users. Such service and instruction is critical to identifying, analyzing, anticipating and satisfying user needs, based on accepted library practices and principles.

D. Summarize specific duties added or deleted since the last evaluation (detail in Job Description section).

No duties have been deleted from the job description. The scope of the responsibilities for this position has grown to include administration of the EIC due to the increased acquisition and complexity of library electronic resources, the increased number of high-use public workstations, and the reorganization of Reference Services.

E. Indicate from which positions (position numbers and current class titles) any new duties were assumed*.

F. Indicate to which positions (position numbers and current class titles) former duties were assigned*.

None.

*NOTE: Changes to other positions require revision of their Position Description Questionnaires.

G. Why is the requested class appropriate for this position?

The reorganization of Reference Services into three units, Collection Management, Instruction, Outreach, and Staff Training, and Information and Reference Services, has highlighted and emphasized the analytic and evaluative duties needed in the EIC and the EIL, which have become major public service areas in the Libraries. The General Professional II gives the Libraries the opportunity to upgrade the position to the level appropriate for its administrative responsibilities.

Attach a current organizational chart which includes class titles, position numbers and FTE of:

First level supervisor(s);
second level supervisor(s);
other positions reporting to the first level supervisor(s);
subordinate positions; and
student, seasonal and other positionswhich are part of the regular/permanent staffing pattern.

Exclude temporary positions and personal services contractors.

III. JOB DESCRIPTION

Document current, permanent, primary job duties and the frequency and percent of time. Do not include temporary assignments, duties performed only due to the absence of another employee, or those duties which may be assigned in the future. The total of all duty statements must equal 100%. Use the following scale for frequency:D=Daily W=Weekly M=Monthly Q=Quarterly S=Semi-annually or Semester A=Annually.

For the purpose of the Americans with Disabilities Act, please indicate those duties which are designated as essential functions. An "essential function" under the Americans with Disabilities Act (ADA) is one that meets the following elements:

The reason the position exists;
there are a limited number of other employees available to perform this function;
highly specialized and the person is hired for this special expertise or ability to perform it; or
judged by the employer (delegated appointing authority) to be essential.

Judgment is based on factors such as the amount of time spent performing the function, the consequences of not performing the function, the terms of any work agreement, the work experience of persons currently performing or who have previously performed the function, and the nature of the work or the unique organizational structure. The ADA requires reasonable accommodation of the known limitations of qualified persons with disabilities. Duty statements should be outcome based, as the method or process currently used may not be the only way that the same result may be achieved, e.g., the duty could be performed with reasonable accommodations.

Please document the **current** functional attributes of job duties, using the attached listing (last page). This documentation does not, in any way, mean that the duties could not be performed in some other manner.

A. Freq. % Duty Statement

D 50 Administers the EIC and EILs by managing and designing operations, making fully-informed recommendations and/or decisions on EIC/EIL policies to the Reference Services Coordinators, to satisfy growing user demands/expectations for online access to information. Coordinates the ongoing installation and maintenance of computer hardware/software with Library Technology Services. Performs Web database testing and recommends hardware upgrades and new software applications for the optimal operation of the 120 high-use EIC/EIL public computer workstations. Evaluates use patterns and user needs, staff workflows, procedures and technological changes to improve library service and maximize library resources. Chairs Electronic Team that is composed of library faculty and staff most closely involved in area operations who meet regularly to discuss hardware, software and service issues.

Essential Function?_X__Yes ___No
Functional Attributes: Physical_B3,7-9,11-12,14,7,18_____
Mental_1-11_____ Environmental____7_____ Hazards_____

B. Freq. % Duty Statement

D 40 Conducts reference interviews of Libraries' users to determine their information needs; instructs and advises users on the use of appropriate information sources in print and electronic formats; provides backup at other service points as needed; provides general library orientations. These activities are essential for identifying, anticipating and satisfying users needs in the EIC and the EILs.

Essential Function?_X__Yes ___No
Functional Attributes: Physical_B, 3,7-9,11-12,14,17,18_____
Mental_1-11_____ Environmental____7_____ Hazards_____

C. Freq. % Duty Statement_____

W 5 Provides user instruction, assists with instruction guides, develops library maps and help guides to assist users at service desks.

Essential Function?__X_Yes ___No
FunctionalAttributes: Physical_B,3,7-9,11-2,14,17,18_____
Mental_1-11_____ Environmental_____7_____ Hazards_____

D. Freq. % Duty Statement_____

W 5 Prepares reports and undertakes special Library projects. Assists users and staff in the Assistive technology Center, a computer lab for disabled library users.

Essential Function?__X_Yes ___No
Functional Attributes: Physical_B, 3,7-9,11-12,14,17,18
Mental___1-11_____ Environmental___7_____ Hazards_____

E. Freq. % Duty Statement_____

Essential Function?___Yes ___No
Functional Attributes: Physical_____
Mental_____ Environmental_____ Hazards_____

F. Freq. % Duty Statement_____

Essential Function?___Yes ___No
Functional Attributes: Physical_____
Mental_____ Environmental_____ Hazards_____

30

IV. DECISION MAKING

The decision making factor is evaluated based on the range and impact of current, on-going decisions which are regularly made. Most important are those decisions which are about the control, or decision-making freedom, assigned to the position regarding how duties are performed or how work assignments are carried out.

Provide **specific** examples of decisions which:

Are related to the duty statements described in the above section;
are regular and on-going;
do not require supervisory approval; and
control how the duties are performed or how work is carried out.

In contrast to decisions made by the position, provide examples of recommendations which the position currently makes to higher levels in the organization.

- Monitors changes in information technology, assists LTS in testing new applications, and recommends software and hardware acquisitions to accommodate library user needs accordingly. Primary advisor, in collaboration with LTS, to Reference Services Coordinators on all related technological issues. Ongoing.

- Identifies needed changes or additions to EIC/EIL policies and procedures and makes recommendations to the Reference Services Coordinators on their implementation. Ongoing.

- Identifies training needs of EIC staff, including individuals from other Reference Services groups who work in the EIC, and designs related instruction accordingly. Reports regularly to Reference Services Coordinators on instruction needs and implementation plans. Ongoing.

- Communicates changes in EIC software/hardware/workstations to all individuals who work in the EIC to maintain consistent services. Ongoing. Done independently and does not require supervisory approval.

- Designs and implements troubleshooting guidelines to ensure optimal operation of the EIC through effective staff training and the development of contingency plans for potential hardware/software failures. Ongoing. Done independently and does not require supervisory approval.

- Determines and assists LTS in determining effective security requirements for public computer workstations. Ongoing. Done independently and does not require supervisory approval.

- Participates in planning and implementing Assistive Technology Center hardware and software maintenance and selection with the Assistive Technology Coordinator. Ongoing. Done independently and does not require supervisory approval.

V. COMPLEXITY

The complexity factor is evaluated based on the nature of judgment used relative to available guidelines, including written or verbal instructions, procedures, policies, regulations or references; precedents and practices; or principles, concepts, models, theories and techniques of a recognized profession.

Provide **specific** examples of available guidance and related judgment currently exercised which:
Are related to the duty statements described in the job description section;
are regular and on-going; and
show alternatives and how they are selected.

- Determines optimal workstation design based on the number and functions of EIC computer workstations, and user expectations and their needs for Web access, GIS, CD-ROM and e-mail, and other available technological resources. Such decisions are based on the standard library principles and practices that ensure user access in rapidly changing technological library environments.

- Researches and implements loading appropriate software applications on EIC computer workstations, in collaboration with LTS, for optimal user access.

- Advises library users on the most appropriate reference and electronic information sources while at service desks or during instruction classes and workshops. Effective source selection is based on a thorough knowledge of a wide array of print and electronic resources, covering a broad range of subject disciplines, and their applicability to specific user research needs.

- Identifies potential and existing areas of software and hardware conflicts that negatively affect EIC/EIL workstation operation, and advises or assists EIC Library Technician II's on resolving such problems.

- Resolves day-to-day technological problems which negatively affect EIC/EIL workstation operation.

Provide examples of typical problems or challenges encountered and resolved by the position.

- Coordinates with LTS and materials selectors to determine the most effective and efficient methods for loading databases and applications software to provide optimal user access.

- Coordinates with LTS and the Units Library Technican II's to determine the most effective methods to secure the workstations and network without adversely affecting user access to the wide array of resources they provide.

- Formulates and justifies budget requests for upgrading EIC/EIL workstations.

VI. PURPOSE OF CONTACT

The purpose of contact factor is evaluated based on the position's ongoing communications, verbal and written, with others. These communications may be for one or more of the following reasons:

To exchange information/facts;
to interview or investigate;
to secure regulatory compliance;
to advise/counsel on behaviors/actions;
to clarify understanding or teach others;
to restrain or arrest;
to negotiate as an agency spokesperson;
to officially defend an agency's position;
to authorize medical treatment protocols; or
to arbitrate differences, as the official agency representative.

Please provide **specific** examples that show the purpose of this position's contacts made on a regular basis. These examples **should not** include supervisory contacts. Remember, the **purpose** or nature of the communications is important, NOT who the position contacts.

- Advises Reference Services Coordinators on needed policies/procedures/technological changes in the EIC and EILs based on the ongoing analysis of user needs and expectations, and the evaluation of technological trends and changing library resources.
- Communicates changes/issues/problems with EIC/EIL software/hardware to library faculty and staff.
- Negotiates technology concerns, needs and problems between LTS, Reference Services, and the Libraries' users for timely resolution.
- Identifies training needs of Libraries' faculty, staff and users, often in collaboration with Instruction, Outreach and Staff Training, on how to best select and use electronic resources and other related information literacy issues. This includes training/workshop design and implementation, when appropriate.
- Advises library users on the most appropriate reference and/or electronic information sources while at the service desks or during instruction classes and workshops.

VII. LINE OR STAFF AUTHORITY

Line Authority is evaluated based on formal, direct control over the quantity and quality of the work product of other employees. All positions listed below should also be reflected in the attached organizational chart. Exclude temporaries and personal services contractors. The calculation of 1 Full Time Equivalent (FTE) = 2080 hours/year or 40 hours/week for 52 weeks.

What is the position's formal, direct supervisory responsibility, if any? (Check **ONE**.)

___ **No formal supervisory authority.**

X__**Work leader over others.** # FTE _2_ Position #s _No. 1834, _5339__
Work Leader is partially accountable for work product of others. Elements of direct control over other positions include assigning tasks, monitoring progress and work flow, checking the product for timeliness and correctness or soundness, establishing work standards, scheduling work, including signing leave requests and approving work hours, and providing input into supervisor's actions. The work leader level requires such responsibility over 2 FTE with 1 FTE in the same class series or at the same conceptual level.

___ ***Supervise others**. # FTE ____ Position #s _____
Supervisor is accountable, including signature authority, for actions and decisions impacting the pay, status, and tenure of others. Required elements of direct control over other positions include planning and evaluating performance (at least as the Rater), including issuing corrective actions, resolving informal grievances and initiating disciplinary actions. Supervisors start, perform, and/or complete the hiring process, interview applicants, and recommend hire, promotion or transfer. The supervisor level requires such responsibility over 3 FTE with 1 FTE in the same class series or at the same conceptual level.

___ ***Supervise multiple units as a 2nd level supervisor**. Total FTE in units ____.
FTE of subordinate supervisors ___
Position #s _____

___ ***Supervise multiple units as a 3rd level supervisor**. Total FTE in units ____.
FTE of subordinate 2nd level supervisors ___
Position #s _____

*** Position signs as rating official for performance plans/evaluations and performs the first step of the grievance process for the position numbers indicated.**

Staff Authority is evaluated for those positions which may have delegated authority from management on the direction of policies or programs. These relatively rare, unique positions have a level of influence such that management decisions, inside or beyond the agency, are not made without the position's essential advice/counsel. This authority is not a function of longevity or serving as a resource because of being the only position in the unit who performs this work.

VIII. SPECIAL ENTRY REQUIREMENTS

All positions have established entry requirements for their class; however, some positions require special qualifications. A special qualification must be met from the first day on the job and cannot be obtained through training during probation/trial service.

Do you think this position requires a special qualification that differs from the established minimum qualifications for other positions in the class?

___ Yes __X__ No (skip to next section)

Please describe the special qualification. Categories for qualifications include: JOB-RELATED FORMAL COURSES, LEGAL REQUIREMENTS, EXPERIENCES OR SKILLS, and UNUSUAL TRAVEL DEMANDS.

Why can the special qualification **NOT** be obtained through training during the probationary/trial service period?

IX. DRUG FREE WORKPLACE

For purposes of the Drug Free Workplace Act of 1988 and the Colorado State Employee Substance Abuse Policy, is the position safety related? Safety-related positions are defined as those involving safety and health, state security, or other responsibilities involving a high degree of trust and confidence. Such positions may be subject to drug testing.

___ Yes __X__ No

X. ADDITIONAL REQUIREMENTS

___ Pass Pre-placement Physical - Special physical requirements:_____
___ Colorado Driver's License: ___ Regular ___ Commercial - Endorsements:_____
___ Essential Services Designation (Required to be on duty to perform essential and/or emergency services of the agency without delay and/or interruption.)
___ Background Check Required
___ Shift Work Required - Explain:_____
___ On-call Status Required - Explain:_____
___ Other:

Note: Your input must be verified and approved by your agency human resources office before any items in Sections VIII, IX or X are accepted as official.

COLORADO STATE UNIVERSITY LIBRARIES

DESCRIPTION OF DUTIES AND RESPONSIBILITIES

DATE: September 1999

TITLE: Reference – Distance Learning Librarian

TYPE: 12-month tenure track academic faculty position

LIBRARIANSHIP– 75%
Reference Services is comprised of staff and faculty in Morgan Library organized into three groups, each with its own coordinator. These groups are Collection Management; Information and Reference; and Instruction, Outreach, and Staff Training. Reference Librarians may participate in activities of all three groups, but report directly to one service coordinator. Work schedule may include some evenings and weekends.

Reporting to the Coordinator for Information and Reference Services, this position works with Colorado State's off-campus constituents including students, staff, and faculty in the Division of Educational Outreach, Cooperative Extension Service, Agricultural Experiment Stations, and the Department of Forestry. The Distance Learning Librarian responds to requests for information and library resource training from off-campus population, providing document delivery services in conjunction with support staff. This position also plans, evaluates, and maintains library services and training for remote constituents, often traveling outside the Fort Collins area to provide instruction and assistance. The Distance Learning Librarian maintains the Distance Users web site (http://manta.library.colostate.edu/distance) and provides both classroom and one-on-one instruction and service using various media including the phone, e-mail, the Web, video, and networked software. This librarian participates in the planning and implementation of CSU reference services, library instruction, and on-site reference services and will provide scheduled reference services that involve regular weekend and evening hours.

The duties of the Reference – Distance Learning Librarian are broad in nature and include working with library and university offices, as appropriate, to facilitate delivery of library services to the CSU distance user population; configuring and evaluating the structure and implementation of library services and resources for distance users in various media, using various communication tools; and providing training and instruction as appropriate to facilitate distance users' understanding and use of library resources, employing high-level interpersonal skills; and providing training for library staff regarding distance user access and services. This position also provides instruction and orientation workshops for the several CSU constituency; prepares reports and undertakes special projects and/or assignments; aids the Services Coordinator in unit operations as assigned; and participates in the planning, developing and evaluation of services and collections.

RESEARCH and SERVICE – 15%/10%
Librarianship has a profile of scholarly endeavor that is particular to itself. As faculty, librarians are expected to actively participate in both research and creative activities as well as make service and outreach contributions. This participation furthers the teaching function of the profession.

COLORADO STATE UNIVERSITY LIBRARIES
http://lib.colostate.edu

Announcement of Vacancy

Reference Librarian – Instruction Specialist

RESPONSIBILITIES: The Instruction Specialist will develop, deliver, and evaluate library instruction for targeted undergraduate and graduate programs. Responsibilities include classroom-based library instruction as well as online credit course development and instruction using multiple formats. Reference assignments include staffing library reference and information service points. Work schedule will include some evenings and weekends. Library instruction is of increasing importance at Colorado State University, and all reference librarians teach. The Instruction Specialist will promote information literacy skills and life-long learning for students, faculty, and staff. This position is expected to forge active relationships with student recruitment and retention programs. Responsibilities include planning and scheduling programmed instruction, working with several University offices to promote library services to prospective students, and supporting students and faculty with tailored libra , instruction. Some travel to off campus locations may be required. The successful candidate will demonstrate excellent interpersonal skills, including the ability to work independently and as a team member and to communicate effectively with faculty, staff, students, and library patrons. Reference Services is organized into three groups (Collection Management; Information and Reference; and Instruction), each with its own coordinator. This position may participate in activities of all three groups, but will report directly to the Coordinator of Instruction.

QUALIFICATIONS: Required: ALA accredited MLS; evidence of excellent communication and interpersonal skills; excellent leadership and collaboration skills; public service orientation; and the ability to meet tenure and promotion requirements. Desired: Experience with teaching, Web development, and online course design.

RANK and SALARY: Full faculty status and responsibilities. 12-month tenure track appointment with contract renewed annually until tenure is granted. Salary minimum $37,800.

BENEFITS: Insurance benefits are provided through a "cafeteria" allocation; faculty may select from several options for medical, life, dental, and personal disability insurance; TIAA/CREF, Fidelity, and VALIC retirement plans; 24 days vacation annually; 15 days sick leave annually, opportunities for advanced academic work; optional deferred compensation.

UNIVERSITY DESCRIPTION: Colorado State University was established as the land-grant institution for the State of Colorado in 1870. Enrollment is approximately 23,000 students with graduate and professional students comprising about 18% of the total. The University Libraries is an ARL library with materials holdings of 2 million items and 120 staff. Colorado State University is located in Fort Collins, a dynamic community with a population of 110,000 situated 65 miles north of Denver at the foothills of the Rockies. Rocky Mountain National Park, Poudre Canyon, and other mountain recreation areas are nearby.

TO APPLY: To apply, send a letter of application addressing your qualifications as they pertain to the position, resume and names, office and email addresses, and phone numbers of at least three references to Teri R. Switzer, Interim Assistant Dean for Administrative Services, Colorado State University Libraries, Fort Collins, CO 80523-1019; fax: 970-491-1195; email: teri.switzer@colostate.edu. Application materials must be received by August 1, 2001 for full consideration. The Colorado Open Records Act permits the University to treat applications as confidential to a limited extent. Applicants must make a written request for confidentiality to receive this protection. However, despite such a request, applications and other records submitted by or on behalf of all finalists must be made available by the university for public inspection upon demand. "Finalists" are persons who are selected for interviews. Colorado State University is an equal opportunity/affirmative action employer and complies with all Federal and Colorado State laws, regulations, and executive orders regarding affirmative action requirement. The Office of Equal Opportunity is located in Room 100, Student Services Building.

COLORADO STATE UNIVERSITY LIBRARIES

DESCRIPTION OF DUTIES AND REPONSIBILITIES

DATE: August 1999

TITLE: Reference Librarian – Web Specialist

TYPE: 12-month tenure track academic faculty position

RESPONSIBILITIES

Reference Services is comprised of staff and faculty in Morgan Library organized into three groups, each with its own coordinator. These groups are Collection Management; Information and Reference; and Instruction, Outreach, and Staff Training. Reference Librarians may participate in activities of all three groups, but report directly to one service coordinator. Work schedule may include some evenings and weekends.

This position reports to the Coordinator for Instruction, Outreach and Staff Training and works with University offices, as appropriate, to facilitate access to the library's electronic and web-based information resources; analyzes accessibility and usability of the Libraries website on a regular basis using a variety of techniques; collaborates with Libraries staff to design, develop, implement and maintain Libraries web pages including instructional materials; provides web-based training and support to Libraries staff; chairs the Web Coordination group; and serves as primary contact for Libraries web pages and web-related issues.

This position also provides reference services individually and at the Reference and Electronic Information Center desks; provides orientation, instruction and other interpretive services for classes and groups which may include the preparation of appropriate instructional guides and bibliographies; provides access to information in electronic format; aids the Services Coordinator in unit operations as assigned or requested; promotes communication and sharing of information in the Libraries; prepares reports and undertakes special projects and/or assignments; demonstrates interpersonal skills, including ability to work as a group or team member, and ability to communicate effectively with faculty, staff, students and other library patrons; and as a member of the Reference Services group and the Public Services division, participates in the planning, developing and evaluation of services and collections.

RESEARCH and SERVICE

Librarianship has a profile of scholarly endeavor that is particular to itself. As faculty, librarians are expected to actively participate in both research and creative activities as well as make service and outreach contributions. This participation furthers the teaching function of the profession.

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Service Evaluation

UNIVERSITY OF MINNESOTA

Twin Cities **University Libraries**

Distance Learning Development

1995 Needs Assessment Of Distance Learners and Faculty

As a foundation for planning, the Library conducted a survey of the 1,039 University students and 160 faculty members involved in distance learning or off-campus courses during Winter Quarter 1995. The survey provided baseline data on the demographics, library and information needs, and levels at which distance learners have access to and make use of information technology for course-related purposes. The survey, conducted with assistance by the Minnesota Center for Survey Research, achieved extraordinarily high response rates for both students (72%) and faculty (73%).

Distance learners surveyed were highly distributed geographically. Over 130 different cities were reported as cities of residence by student respondents. Approximately 88% in Minnesota, nearly 12% in other United States cities, and a small number abroad (0.3%). Students surveyed received instruction through an evolving range course delivery formats: face-to-face with instructors in off-campus classrooms (35.5%); self-paced independent study using traditional correspondence and newer technology-enhanced methods (26%); and interactive television (38.5%). Graduate and professional students represented the largest segment of students surveyed (38.2%).

Major Findings of the Survey

Limited Access Affects Choices and Quality. Both students and faculty tend to *avoid* circumstances that require the use of library resources. The most disturbing findings of the study show that:

Most distance learners planned for limited access to library resources and services (63%).
Most faculty expect their students will have less access to library resources than if they were taking an on-campus course (76%).
Some faculty forego specific course assignments because of a perceived lack of access to library resources (20%).
Received were written comments from distance learners, including these:

"One of the reasons I chose this course was because it did not require the use of a library."
"As a graduate student, I am frightened to think that I selected resources for my research based on how easy they were to access."
"I was grateful that my teacher did not expect in-depth research."

An Awareness Gap. Both students and faculty lack a basic awareness about the library services *currently available* to them.

Only 30.7% of the faculty said they were aware of the library resources and services available to their students. In turn, students gave their instructors low marks for adequately informing about library services. As a result, only 39.4% of students regarded themselves as aware of library services and resources.

Weak Library-Faculty Interaction. The level of communications between faculty and the library is extremely weak.

- While faculty claimed primary responsibility for providing students with information about library resources and services, 87.5% of them reported that they actually provide "none" or "little" of such information in their courses or course materials.
- When asked how frequently faculty work with a librarian during course development or delivery, over 76% said "never" and 13% said "rarely."

Prospective Library Services. When asked to consider library services not currently available to them, students rated the following as potentially most useful (in rank-order):

1. Computer access to assigned reading and/or course notes
2. Expeditious delivery of library materials to students home or work
3. Technical assistance for using electronic mail, connecting to online library catalogs, databases, etc.
4. Librarian to conduct literature searches

BEST COPY AVAILABLE

5. Information on how to use the library for research

Access to Technology is Strong; Use of it Infrequent.

A strong majority of students in the study reported having access to computing, networks, and communications technologies for purposes of their coursework. However, the vast majority of these students reported rarely to never using these technologies during their courses, and especially for activities related to library research.

Promise of Technology to Improve Learning. The most resounding note of the study revealed optimism about the potential of information technology to improve learning.

- Nearly 80% of faculty said that increasing computerized access to library materials would help their off-campus students succeed in their coursework. Students held a similarly optimistic view.

The results of the 1995 needs assessment led to the development of the 3-year Library Support for Distance Learning Project.

Distance Learning Development	RCS	University Libraries Staff

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Users & Policies

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Link & Learn

Comments

Other forms:

- Account Request
- Course Development

ETC Mailing List

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seek

The ETC is located in 212 Capen Hall, accessed through the Undergraduate Library. Our phone number is 645-7700 (fax 645-6207). Please use the form below to inform us of your interests, suggestions, and comments.

Please note: If you would like to fill out a workshop evaluation, please do so on the Workshop Evaluation Form, *not* on this form.

Other ETC forms you may want to use:

- If you are interested in using technology to enhance an existing course or to develop a new one -- through graphics, multimedia, Internet resources, or a course web site -- you can inform the staff at the ETC through the more comprehensive Course Development Request Form. Please use it to request specific help.
- If you would like an account on the ETC server, please fill out the ETC Account Request Form. There you can read about the benefits of having at ETC account.

Please leave your comments and feedback here.

Name:

Department:

Office address:

Office phone number:

Email address:

What kinds of training would you like to have available?	
Please provide any other comments or suggestions:	

Send Form Clear Form

Last Updated: January 24, 2001

New Destination

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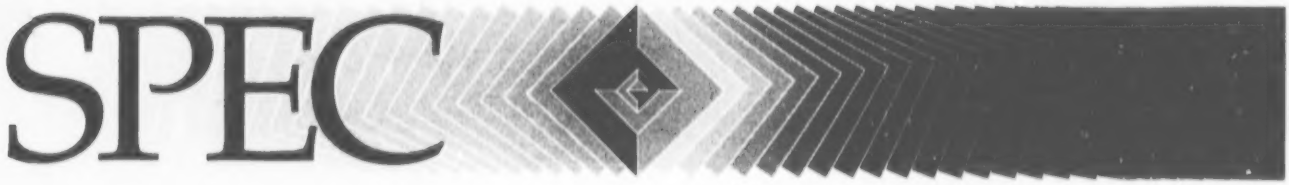

SELECTED RESOURCES

ASSOCIATION OF RESEARCH LIBRARIES
OFFICE OF LEADERSHIP AND MANAGEMENT SERVICES

Journal Articles

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SPEC Kit Order Form

QTY	TITLE	
____	SP265	Instructional Support Services
____	SP264	Extended Library Hours
____	SP263	Numeric Data Services
____	SP262	Preservation & Digitization
____	SP261	Post-Tenure Review
____	SP260	Interview Process
____	SP259	Fee-based Services
____	SP258	Corporate Annual Reports
____	SP257	MLS Hiring Requirement
____	SP256	Changing Roles of Lib Profs
____	SP255	Branch Libs/Discrete Collectns
____	SP254	Managing Printing Services
____	SP253	Networked Info Services
____	SP252	Supprt Staff Classifictn Studies
____	SP251	Electronic Reference Service
____	SP250	TL10: Educating Faculty
____	SP249	Catalogng of Resrces Digitized
____	SP248	Licensing of Electronic Prodcts
____	SP247	Management of Lib Security
____	SP246	Web Page Devel & Managmnt
____	SP245	Electronic Reserves Operations
____	SP244	TL 9: Renovatn & Reconfigurtn
____	SP243	TL 8: Users with Disabilities
____	SP242	Library Storage Facilities
____	SP241	Gifts and Exchange Function
____	SP240	Marketing and PR Activities
____	SP239	Mentoring Programs in ARL
____	SP238	ARL GIS Literacy Project
____	SP237	Managing Food and Drink
____	SP236	TL 7: E Theses/Diss
____	SP235	Collaborative Coll Managmnt
____	SP234	TL 6: Distance Learning
____	SP233	ARL in Extension/Outreach
____	SP232	Use of Teams in ARL
____	SP231	Cust Service Programs in ARL
____	SP230	Affirmative Action in ARL
____	SP229	Evaluating Acad Libr Dirs
____	SP228	TL 5: Preserving Digital Info
____	SP227	Org of Doc Coll & Svcs
____	SP226	TL 4: After the User Survey
____	SP225	Partnerships Program
____	SP224	Staff Training & Development
____	SP223	TL 3: Electronic Scholarly Pubn
____	SP222	Electronic Resource Sharing

QTY	TITLE	
____	SP221	Evol & Status of Approval Plans
____	SP220	Internet Training
____	SP219	TL 2: Geographic Info Systems
____	SP218	Info Technology Policies
____	SP217	TL 1: Electronic Reserves
____	SP216	Role of Libs in Distance Ed
____	SP215	Reorg & Restructuring
____	SP214	Digit Tech for Preservation
____	SP213	Tech Svcs Workstations
____	SP212	Non-Librarian Professionals
____	SP211	Library Systems Office Org
____	SP210	Strategic Planning
____	SP209	Library Photocopy Operations
____	SP208	Effective Library Signage
____	SP207	Org of Collection Develop
____	SP206	Faculty Organizations
____	SP205	User Surveys in ARL Libs
____	SP204	Uses of Doc Delivery Svcs
____	SP203	Reference Svc Policies
____	SP202	E-journals/Issues & Trends
____	SP201	E-journals/Pol & Proced
____	SP200	2001: A Space Reality
____	SP199	Video Collect & Multimedia
____	SP198	Automating Preserv Mgt
____	SP197	Benefits/Professional Staff
____	SP196	Quality Improve Programs
____	SP195	Co-op Strategies in Foreign Acqs
____	SP194	Librarian Job Descriptions
____	SP193	Lib Develop & Fundraising
____	SP192	Unpub Matls/Libs, Fair Use
____	SP191	Prov Pub Svcs Remote User
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____	SP189	Liaison Svcs in ARL Libs
____	SP188	Intern, Residency & Fellow
____	SP187	ILL Trends/Staff & Organ
____	SP186	Virtual Library
____	SP185	System Migration
____	SP184	ILL Trends/Access
____	SP183	Provision of Comp Print Cap
____	SP182	Academic Status for Libns
____	SP181	Perf Appr of Collect Dev Libr
____	SP180	Flexible Work Arrangemts
____	SP179	Access Services Org & Mgt
____	SP178	Insuring Lib Colls & Bldgs
____	SP177	Salary Setting Policies
____	SP176	Svcs for Persons w/Disabilities
____	SP175	Scholarly Info Centrs
____	SP174	Expert Systems
____	SP173	Staff Recognition Awards
____	SP172	Information Desks
____	SP171	Training of Tech Svc Staff
____	SP170	Organization Charts
____	SP169	Mgt of CD-ROM
____	SP168	Student Employment
____	SP167	Minority Recruitment
____	SP166	Materials Budgets
____	SP165	Cultural Diversity
____	SP164	Remote Storage
____	SP163	Affirmative Action
____	SP162	Audiovisual Policies

QTY	TITLE	
____	SP161	Travel Policies
____	SP160	Preservation Org & Staff
____	SP159	Admin of Lib Computer Files
____	SP158	Strategic Plans
____	SP157	Fee-based Services
____	SP156	Automating Authority Control
____	SP155	Visiting Scholars/Access
____	SP154	Online Biblio Search
____	SP153	Use of Mgt Statistics
____	SP152	Brittle Books Program
____	SP151	Qualitative Collect Analysis
____	SP150	Bldg Security & Personal Safety
____	SP149	Electronic Mail
____	SP148	User Surveys
____	SP147	Serials Control/Deselection
____	SP146	Lib Dev Fund Raising Capabilit
____	SP145	Lib Publications Programs
____	SP144	Building Use Policies
____	SP143	Search Proced Sr LibAdmin
____	SP142	Remote Access Online Cats
____	SP141	Approval Plans
____	SP140	Performance Appraisal
____	SP139	Performance Eval: Ref Svcs
____	SP138	University Copyright
____	SP137	Preservation Guidelines
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____	SP133	Opt Disks: Storage & Access
____	SP132	Library-Scholar Communication
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____	SP125	Tech Svcs Cost Studies
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____	SP116	Organizing for Preservation
____	SP115	Photocopy Services
____	SP114	Binding Operations
____	SP113	Preservation Education
____	SP112	Reorg of Tech and Pub Svcs
____	SP111	Cooperative Collection Dev
____	SP110	Local Cataloging Policies
____	SP109	Staff Training for Automation
____	SP108	Strategic Planning
____	SP107	University Archives
____	SP106	Electronic Mail
____	SP105	Nonbibliographic Dbases
____	SP104	Microcomputers
____	SP103	Asst/Assoc Dir Position
____	SP102	Copyright Policies

QTY	TITLE		QTY	TITLE		QTY	TITLE	
____	SP101	User Studies	____	SP067	Affirm Action Programs	____	SP033	Intergrat Nonprint Media
____	SP100	Collection Security	____	SP066	Planning Preserv of Lib Materials	____	SP032	Prep, Present Lib Budget
____	SP099	Branch Libraries	____	SP065	Retrospective Conversion	____	SP031	Allocation of Resources
____	SP098	Telecommunications	____	SP064	Indirect Cost Rates	____	SP030	Support Staff, Student Assts
____	SP097	Building Renovation	____	SP063	Collective Bargaining	____	SP029	Systems Function
____	SP096	Online Catalogs	____	SP062	Online Biblio Search Svcs	____	SP028	Gifts & Exchange Function
____	SP095	Lib Materials Cost Studies	____	SP061	Status of Librarians	____	SP027	Physical Access
____	SP094	Fund Raising	____	SP060	Lib Materials Cost Studies	____	SP026	Bibliographic Access
____	SP093	User Instructions for Online Cats	____	SP059	Microform Collections	____	SP025	User Statistics and Studies
____	SP092	Interlibrary Loan	____	SP058	Goals & Objectives	____	SP024	User Surveys
____	SP091	Student Assistants	____	SP057	Special Collections	____	SP023	Grievance Policies
____	SP090	Integrated Lib Info Systems	____	SP056	External Communication	____	SP022	Private Foundations
____	SP089	Tech Svcs Cost Studies	____	SP055	Interml Com/Staff & Superv Role	____	SP021	Paraprofessionals
____	SP088	Corporate Use of Research Libs	____	SP054	Internal Com/Policies & Proced	____	SP020	Managerial Technical Specialists
____	SP087	Collect Descript/Assessment	____	SP053	Performance Appraisal	____	SP019	Staff Allocations
____	SP086	Professional Development	____	SP052	Cost Studies & Fiscal Plan	____	SP018	Staff Development
____	SP085	Personnel Classification Sys	____	SP051	Professional Development	____	SP017	Library Instruction
____	SP084	Public Svcs Goals & Objectvs	____	SP050	Fringe Benefits	____	SP016	Reclassification
____	SP083	Approval Plans	____	SP049	Use of Annual Reports	____	SP015	Goals & Objectives
____	SP082	Document Delivery Systems	____	SP048	External Fund Raising	____	SP014	Performance Review
____	SP081	Services to the Disabled	____	SP047	Automated Cataloging	____	SP013	Planning Systems
____	SP080	Specialty Positions	____	SP046	Plan Future of Card Catalog	____	SP012	Acquisition Policies
____	SP079	Internships/Job Exchanges	____	SP045	Changing Role Personnel Officer	____	SP011	Collection Development
____	SP078	Recruitment-Selection	____	SP044	Automated Acquisitions	____	SP010	Leave Policies
____	SP077	Use of Small Computers	____	SP043	Automated Circulation Sys	____	SP009	Tenure Policies
____	SP076	Online Biblio Search Svcs	____	SP042	Resource Sharing	____	SP008	Collective Bargaining
____	SP075	Staff Development	____	SP041	Collection Assessment	____	SP007	Personnel Class Schemes
____	SP074	Fees for Services	____	SP040	Skills Training	____	SP006	Friends of the Lib Organization
____	SP073	External User Services	____	SP039	Remote Storage	____	SP005	Performance Review
____	SP072	Executive Review	____	SP038	Collection Dev Policies	____	SP004	Affirmative Action
____	SP071	User Surveys: Eval of Lib Svcs	____	SP037	Theft Detection & Prevent	____	SP003	A Personnel Organization
____	SP070	Preservation Procedures	____	SP036	Allocation Materials Funds	____	SP003	Status of Librarians
____	SP069	Prep Emergencies/Disasters	____	SP035	Preservation of Lib Materials	____	SP002	Personnel Survey (flyer only)
____	SP068	AACR2 Implement Studies	____	SP034	Determin Indirect Cost Rate	____	SP001	Organization Charts

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